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ABSTRACT

Presented is the first of a two volume series of 1974 Florida Department of Education guidelines to assist local school districts in developing appropriate educational procedures for all exceptional children and youth. Purposes of the guidelines are given to include compliance with 1968 State legislation, provision for legal use of funds, a means for planning and communication within a district, collection of data on 3-year needs, and review of district procedures by the elementary and secondary education division staff, community, and parents. Considered in relation to development of district procedures and programs are the history of special education (SE) in Florida; mandatory legislation; program philosophy; funding; comprehensive, district, and multi-district program planning; teacher certification; instructional resources; staffing; due process procedures; and contractual arrangements with nonpublic schools. Noted is the role of the Department of Education. Procedures for administration and supervision of district SE programs are given. Outlined are district procedures for stating goals; organizing and operating the SE program; utilizing available community programs; establishing eligibility criteria; providing for screening, referral, identification, placement, and dismissal; and serving students for whom no program is available. A format for surveying incidence of handicapped students is included. Given in appendixes are excerpts of State statutes, State Board of Education regulations, and State accreditation standards that pertain to SE students; and State statutes and Board of Education regulations that pertain to speech pathology and audiology. (MC)

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1974

GUIDELINES

DISTRICT PROCEDURES

FOR PROVIDING

SPECIAL EDUCATION

FOR

EXCEPTIONAL STUDENTS

VOLUME I: GENERAL GUIDELINES
AND APPENDIX

Bureau of Education for Exceptional Students

Division of Elementary & Secondary Education

FLORIDA DEPARTMENT OF EDUCATION
Floyd T. Christian, Commissioner
Tallahassee, Florida

This public document was promulgated at an annual cost of $836.73 or $.83 per copy to assist local school systems in developing appropriate procedures to provide those special arrangements which will enable the exceptional student to make greater progress toward optimal growth and development.

TABLE OF CONTENTS

Volume I: General Guidelines and Appendix

Foreword
Acknowledgements

I. Purpose and Review Procedures 1

II. Basic Consideration for Development of District Procedures and Programs
A. Historical Perspective 2
B. What is "Mandatory Legislation" 2
C. Program Philosophy 3
D. Funding 3
E. Relationship of District Procedures for Providing Special Education to District Comprehensive Planning 4
F. District Program Planning 5
G. Multi-District Programming 7
H. Teacher Certification 8
I. Instructional Resources 8
J. Provisions for Staffing of Exceptional Students 9
K. Due Process Procedures 10
L. Contractual Arrangements with Non-Public Schools 13

III. The Role of the Department of Education 16

IV Administration and Supervision of District Special Programs for Exceptional Students 18

V. Outline for District Procedures for Providing Special Education for Exceptional Students 20

Appendix
A. Florida Statutes -- Excerpts pertaining to Exceptional Students 26
B. Florida State Board of Education Regulations -- Excerpts pertaining to Exceptional Students 32
C. Florida Accreditation Standards - Excerpts pertaining to Exceptional Students 44
D. Florida Statutes and State Board of Education Regulations pertaining to Speech Pathology and Audiology Act 62

Volume II: Planning Instructional Programs for Exceptional Students

VI. Planning Instructional Programs for Exceptional Students
Educable Mentally Retarded 2
Trainable Mentally Retarded 9
Physically Handicapped 17
Language, Speech and Hearing Impaired 22
Hearing Impaired: Deaf and Hard of Hearing 34
Visually Handicapped 41
Emotionally Disturbed 45
Specific Learning Disabilities 58
Socially Maladjusted 67
Gifted 74
Hospital and Homebound 83

FOREWORD

Through the provision of state funds by legislative action, the people of Florida have indicated their desire to meet the special education needs of exceptional students. The Florida Department of Education is ready to cooperate with parents, teachers, school administrators, other agencies, and interested citizens in an effort to establish instructional programs for exceptional students as the local community may need.

Florida law requires that -- "The school board submits annually to the department its proposed procedures for the provision of special instruction and services for exceptional students." (FS 230.23(4)(m)3)

In a special session on Education in 1968, the Legislature passed legislation mandating the availability of special education to all exceptional students by 1973-74. A phased-in funding program has been fully funded. The orderly implementation of this mandate has been done through each district's annual District Procedures for Providing Special Education for Exceptional Children and Youth.

The right of an exceptional student to a free public education must be fully implemented. These Guidelines should assist local school systems in developing appropriate procedures to provide those special arrangements which will enable the exceptional student to make greater progress toward optimal growth and development. We cannot be satisfied until every exceptional student in Florida receives the instructional program that will prepare him to take his place in our society.

It is hoped that these Guidelines will help bring clarity and direction to educational planning for exceptional students in Florida and yet be broad enough in scope for the varying needs of the individual and the community.

Floyd T. Christian

Commissioner of Education

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State Departments of Education whose guidelines and other publications offered valuable suggestions and ideas in developing the overall Guidelines include: Illinois, Virginia, Kentucky, Colorado, Nebraska, Texas, Minnesota, and Pennsylvania.

I. PURPOSE AND REVIEW PROCEDURES

Purposes:

A. The document which outlines the school district's proposed procedures for the provision of special instruction and services for exceptional students as required in FS 230.23(4)(m)3.

B. The statement of county policy which gives the basic assurances for the legal use of funds for special programs for exceptional students.

C. A vehicle for planning and communication within a district, among exceptional student staff, school principals, parents and other education and community programs.

D. A systematic way to collect data on projected three year needs and program objectives and priorities for State and district decision making and allocation of federal and state funds.

E. A vehicle for assisting local administrators to have the necessary data and objectives to fit into total district comprehensive planning.

Review Procedures:

The District Procedures will be reviewed by the Division of Elementary and Secondary Education staff. Based on these reviews the Director of the Division of Elementary and Secondary Education will annually outline to the district, areas of strength and weakness with recommendations for improvement. In addition, throughout the year the District Procedures will serve as the basis for discussion with the community, parents, district school staff, teachers, principals and Department of Education staff for the continued improvement of special programs for exceptional students.

The Department of Education will annually provide technical assistance to the districts in the development of their Procedures. Upon request, other site visits or program reviews by a professional team will be conducted.

II. BASIC CONSIDERATIONS FOR DEVELOPMENT OF DISTRICT PROCEDURES AND PROGRAMS

A. Historical Perspective

Beginning with the Florida School law passed in 1941 to provide for the education of "physically handicapped" children and an amendment passed in 1945 making provision for the mentally retarded public school students, Florida gave recognition to State responsibility in the provision of instruction and facilities for exceptional children within district school systems. When the Minimum Foundation Program was passed in 1947, broader provisions were made for special education to meet the needs of all exceptional children by permitting the establishment of special instruction units for exceptional students from State funds.

In 1947 there were 85 state exceptional child instruction units. During the next twelve years the number of units grew slowly, so that in 1959 there were 935 units. The 1959 Legislature put a freeze on program growth for two years and by 1967-68 there were only 1,432 units and Florida was providing special education for only 30% of its exceptional children and youth.

The Special Legislative Session on Education in 1968 passed legislation requiring each district school board to provide appropriate programs of special instruction by 1973-74. The Legislature provided for an increased number of Exceptional Child instruction units as well as special funds for facilities, equipment and teacher training to fully implement the program in five years.

During the past six years the programs have been growing at an average of 600 units each year. During 1971-72 the units for the educable mentally retarded alone were larger than the total number of state exceptional child instruction units for 1967-68.

In 1973 the Legislature replaced the Minimum Foundation Program with the Florida Education Finance Program which changed the basic school finance program from an instructional unit formula to a full time equivalent per pupil funding formula. Fifteen weighted cost factors were established for special programs for exceptional students.

B. What is "Mandatory Legislation"?

Before 1968, the provision of education for exceptional children was required of a school board only "insofar as practicable." The 1968 Legislature deleted this clause, and mandated the availability of education to all exceptional students by the 1973-74 school year. The basic points of "mandatory legislation" for exceptional students are:

1. The exceptional student is under the compulsory attendance requirement unless issued a certificate of exemption as provided for by 232.06(1)FS.

2. A school district must make available thirteen (13) years of a free public education to all exceptional students either in a program in the district, in a multi-district program, or through a contract with a non-public school.

C. Program Philosophy

A free public education is a right of the exceptional student. He should not be separated from his peer group unnecessarily, as stated in FS 230.23(4)(m)5 - "In providing for the education of exceptional students the superintendent, principals and teachers shall utilize the regular school facilities and adapt them to the needs of exceptional students whenever this is possible."

Districts are given great flexibility in designing and implementing programs. There are no statutes or regulations requiring or limiting organization of programs for the various exceptionalities.

The establishment of instructional programs for exceptional students is based upon the recognition that there are wide deviations or differences among students in their physical, mental, emotional and social needs. Subsequently, it follows that the instructional program -- organization of the program, facilities or instructional methods -- must differ to fully meet the educational needs of students who deviate from the average to the extent that they require special education to develop their maximum potentials.

D. Funding

Special programs for exceptional students may be funded with State, federal and local funds.

The Florida Education Finance Program (F.E.F.P.) outlines the procedures and techniques used to calculate the Full Time Equivalent (F.T.E.) to determine funding of the various programs for Florida's schools. The calculation of the F.T.E.'s is one of the major differences between the F.E.F.P. and the former Minimum Foundation Program.

The basic concept is that one F.T.E. is a student in instructional programs twenty-five hours per week in a term of instruction which is 180 days in length. A basic student cost factor is determined by the amount appropriated by the Legislature, the F.T.E. reported by the districts, and the cost of other F.E.F.P. elements.

The F.T.E. allocation for each program is the F.T.E. x cost factor for the program x the base student cost.

Programs which are more expensive to operate receive a weighted cost factor. For the 1973-74 school year, cost factors established by the Legislature for special programs for exceptional students are:

Special Programs for Exceptional Students:	Cost Factor:
Educable mentally retarded	2.30
Trainable mentally retarded	3.00
Physically handicapped	3.50
Physical and occupational therapy I	6.00
Speech therapy I	10.00
Deaf	4.00
Visually handicapped I	10.00
Visually handicapped	3.50
Emotionally disturbed I	7.50
Emotionally disturbed	3.70
Socially maladjusted	2.30
Specific learning disability I	7.50
Specific learning disability	2.30
Gifted I	3.00
Hospital and homebound I	15.00

Cost factors in special programs for exceptional students identified by the Roman numeral one (I) are limited to a maximum of seven twenty-fifths (7/25) of a student membership in a given program during a week.

E. Relationship of District Procedures for Providing Special Education to District Comprehensive Planning

The 1973-74 school year is seen as a year of transition in planning for exceptional student programs. The County Plan for the Provision of Special Education for Exceptional Children and Youth, as submitted until 1972, attempted to be both a long range planning document and the district procedures for providing special education.

The present outline for the District Procedures for Providing Special Education for Exceptional Students emphasizes procedures rather than long range planning although some items on needs, objectives and projections are required for the following reasons:

1. Data needed for preparation of Legislative budget request.

2. Data needed as basis for allocation of federal funds.

3. Information for needed changes in laws, regulations and policies.

4. Data needed for federal planning documents and funding applications.

Statements of need and long range planning for exceptional student programs are to be a part of the District Comprehensive Plan as a district looks at its overall educational needs and programs.

F. District Program Planning

Planning should be based on a survey of the number of exceptional students within the county which includes both those students presently attending school, and pre-school aged children. An active search should be made to identify exceptional students within the compulsory attendance ages who are not attending an instructional program.

TABLE I

Estimated Prevalence of Exceptional Students in Florida for Planning Purposes

Educable mentally retarded	2.00 %
Trainable mentally retarded	.30
Physically handicapped classes	.15
Homebound and hospitalized	.50
Speech and Language impaired	3.50
Hard of hearing	1.50
Deaf	.10
Blind and Partially Sighted	.09
Emotionally Disturbed	1.00
Specific learning disabilities	1.00
Socially maladjusted (secondary age only)	1.00
Gifted	2.00
	13.14 %

The prevalence rates indicate the number of children in the major special education categories that might be found in any given pupil population. These rates are estimates based on recent reports in the literature, the Illinois Census of Handicapped Children conducted in 1958 and 1962,[1] reports from the Bureau of Education for the Handicapped, US Office of Education and the National Finance Study.

Since Florida for many years, has been organized on a county school system basis, this administrative unit will be expedient for most program organization. However, since some instructional programs are designed for students with extremely low incidence, it is not practical for smaller counties to develop their own program in all of the areas of the exceptionalities.

Table II provides a reasonable guideline for expectations of program development within a district based on the school population of a district. Some districts should look to setting up provisions across district lines for some exceptionalities. This may include several districts working together or a larger district cooperating with surrounding smaller districts.

* *

[1]Guidelines for County Advisory Committees, Board of Public Instruction, State of Illinois, 1962, p. 7.

TABLE II

SCHOOL POPULATIONS	MINIMUM PROGRAM DEVELOPMENT WITHIN A SCHOOL DISTRICT
35,000 and Above	Educable Mentally Retarded Trainable Mentally Retarded Physically Handicapped Homebound and Hospitalized Speech and Language Impaired Hard of Hearing Deaf Blind and Partially Sighted Emotionally Disturbed Specific Learning Disabilities Socially Maladjusted Gifted Special Education Services Full-time program administrator and supervisory staff
15,000 to 35,000	Educable Mentally Retarded Trainable Mentally Retarded Homebound and Hospitalized Speech and Language Impaired Hard of Hearing Blind and Partially Sighted Emotionally Disturbed Specific Learning Disabilities Socially Maladjusted Gifted Special Education Services Full-time program administrator and supervisory staff
5,000 to 15,000	Educable Mentally Retarded Trainable Mentally Retarded Homebound and Hospitalized Speech and Language Impaired Hard of Hearing Emotionally Disturbed Specific Learning Disabilities Socially Maladjusted Gifted Special Education Services Full-time program administrator
5,000 and below	Educable Mentally Retarded Homebound and Hospitalized Speech and Language Impaired Hard of Hearing Emotionally Disturbed Specific Learning Disabilities Gifted Special Education Services Part-time program administrator

G. Multi-District Programming

Because of the small number of exceptional students in some categories, it will be more effective and efficient for some programs to be established on a multi-district basis. The establishment and maintenance of a successful multi-district program requires mutual planning. Major items requiring consideration for multi-district programs are:

1. Administrative roles of the participating districts relative to multi-district program operation.

2. Funding procedures (transportation, instructional materials, equipment, personnel, etc.) for the establishment and maintenance of the multi-district program.

3. Selection of site and facility for the multi-district program.

4. Transportation procedures for students participating in the multi-district program.

5. Standardization of operational procedures for referral, diagnosis, staffing, and dismissal of students for the program on a multi-district basis.

6. Agreement on the philosophy and instructional content and methodology for the program.

7. Scheduling problems caused by differences between district school calendars and time of day scheduling. (ex. crossing time zones, teacher planning days).

8. Responsibilities for the maintenance of facilities.

9. Procedures for program evaluation and quality control.

10. Procedures for the selection of personnel to work in the program.

11. Adequate alternative programs for children from the several counties when the total number of children eligible for placement exceeds the capacity of the program.

12. Procedures for emergency situations involving medical treatment for children residing in adjacent participating districts.

13. Procedures for the withdrawal of a district from a multi-district program when appropriate.

14. Means of program continuity through changes in school administration and program personnel.

15. Means of involving parents in program development.

H. Teacher Certification

Areas in which the State Board of Education has approved specialized requirements for certification of personnel in special programs for exceptional students are:

1. Mental Retardation
2. Motor Disabilities
3. Hearing Disabilities
4. Visual Disabilities
5. Speech Correction
6. Varying Exceptionalities
7. Occupational Therapy
8. Physical Therapy
9. Emotional Disturbance
10. Specific Learning Disabilities

Personnel employed to instruct exceptional students should be fully certified for the area in which they teach. Teachers of the socially maladjusted should be certified in Emotional Disturbance.

Teachers of the gifted and homebound should have certificates covering elementary education or academic areas of instruction which would indicate their competency to teach students academic subject matter.

I. Instructional Resources

The Bureau of Education for Exceptional Students (BEES) has established the Florida Learning Resources System, including a projected network of sixteen associate centers serving all district programs, and the BEES Clearinghouse/Information Center, as vehicles for providing support services, especially as these relate to instructional resources, on a statewide basis.

In conjunction with these established systems, district planning for instructional resources should emplasize the development of specific teacher competencies related to selection, utilization, and evaluation of appropriate instructional techniques and materials:

A. Awareness and utilization of media, materials, and educational technology resources and services available at the local, state, and national levels.

B. Effective application of prescriptive teaching techniques:

(1) abilities to effectively utilize formal and informal diagnostic procedures in designing instruction;
(2) awareness of educational implications of learner and setting characteristics;
(3) abilities to select appropriate learning activities and materials to meet specified performance objectives; and
(4) abilities to assess the effectiveness of instructional procedures designed to accomplish specified learner outcomes.

C. Effective utilization of appropriate instructional materials for specific handicapping conditions:

(1) knowledge of characteristics of effective instructional materials;
(2) abilities to determine content levels of instructional materials;
(3) abilities to select, develop, and adapt instructional materials to meet specified learning needs; and
(4) abilities to evaluate materials relevant to student performance outcomes.

D. Effective utilization of audio-visual equipment for instructional purposes.

To accomplish these objectives, district programs should consider the following program delivery functions:

1. Instructional resources consultant services to assist exceptional student teachers in media utilization and in the selection, use, and evaluation of instructional materials and techniques appropriate to specified learner needs;

2. Media, materials, and educational technology inservice education to update teacher competencies as specified above;

3. An information system based on regular communication with teachers regarding existing media and materials resources and services, especially those locally accessible; and

4. A variety of equipment and instructional materials appropriate to each area of exceptionality, coordinated through a district materials delivery system to insure maximum utilization of existing resources.

J. Provisions for Staffing of Exceptional Students

If eligibility in a special education program is indicated for a student, the staffing committee will make recommendation as to the appropriate program and services to the exceptional student program administrator authorized to make the placement.

Staffing is defined as the processes of reviewing diagnostic, educational and social data to determine student eligibility and recommend educational placement and services needed by an exceptional student.

"Four major types of staffing with associated program decisions can take place during the course of a given case, following the collection of information and evaluation data. Any staffing on occasion may encompass more than one of the types of staffings enumerated. The final characteristics of the staffing are determined by the specialists present and their decisions during that staffing.

These staffings may be designated:

1. Eligibility staffing for all cases being considered for a special class or service.

2. Educational planning and treatment staffing for all cases deemed eligible for a special class for the purpose of planning instructional programming.

3. Articulation staffing for all cases being considered for transition between primary, intermediate, junior high and high school programs.

4. Dismissal staffing for the purpose of discussing cases in which there does not appear to be a need for continued special education of the type presently provided."[1]

K. Due Process Procedures

District personnel should be aware of the legal implications of program decisions and protect the rights of the student and his parents. Although the district school board is responsible for providing an appropriate education for each exceptional student and is responsible for placement, parents have the right to due process procedures.

Due Process procedures include:

a. right to prior notification of changes in education placement
b. right to a formal hearing if requested
c. right to review all records
d. right to an independent evaluation of student
e. right to counsel
f. right to cross examine witnesses
g. right to bring witnesses
h. right to appeal

Suggested guidelines for providing due process are:

1. The right to review of the educational placement of an individual student shall be available to the parents or guardians of all students, including students for whom the school has recommended special education placement, students who have been declared ineligible for special education programs, students whose needs have been identified outside the educational system,

* *

[1]AHR, A. Edward. An Evaluation Model for Special Education. 1970 Priority Innovations, Inc., Skokie, Illinois.

and students whose parents believe they require special education programs.

2. The request for a review of the educational placement of a student shall be made to the superintendent of the school district wherein the student resides.

3. The review at the local level shall occur as soon as possible but within fifteen (15) calendar days of the request.

4. The review shall be in the form of a conference between the parents, their representatives, the special education administrators, the principal authors of the placement decision, and appropriate local district personnel.

    a. The superintendent of the child's home district or any designated district administrator other than special education personnel shall act as chairman of the conference.
    b. The chairman shall give the parties in the review at least five (5) calendar days' notice of a conference date.
    c. The chairman shall keep order, receive documents and, in general, conduct an orderly proceeding.

5. The review shall seek to establish any or all of the following:

    a. That the child has needs which require special education
    b. That the evaluation procedures utilized in determining the child's need have been appropriate in nature and degree
    c. That the diagnostic profile of the child on which the placement decision was based is substantially verified
    d. That the proposed placement is directly related to the child's educational needs.

6. Prior to the conference, the parents may request a professional worker of their choice and at their expense (including legal counsel) to meet with the appropriate school personnel to discuss the reasons for the placement. The information on which the placement decision was made shall be made available for examination by the parents or their representatives, with the following exceptions:

    a. Personal observations which, in the opinion of the superintendent of the local school district, would have no direct bearing on placement shall not be available for examination nor shall they be introduced at the review conference.
    b. Test instruments and raw data shall be reviewed only by a professional worker of like discipline.

7. A typewritten record of the conference shall be made by a court reporter who shall be paid by the district. In lieu of a court reporter, a tape recorder, followed by a typewritten transcript, may be used. The school district representative and the parents must sign the typewritten transcript.

8. At the conference, representatives of the school shall first present their findings and the reason for the proposed placement. This presentation

may include verbal reports, the written record of the multidisciplinary conference at which the educational plan was developed, and any other information deemed relevant. The parents and their representative may question school personnel about the information which has been presented. The rules of evidence shall not apply to the conference.

9. The parents and their representatives may then present appropriate witnesses, reports of tests taken, and other facts which they may deem relevant. School personnel may subsequently question the information presented by the parents and their representatives.

10. After considering the facts as presented at the conference, the school officials shall recommend to the parents an affirmance of the placement decision, a denial of the decision of placement, or alternative procedures to meet the educational needs of the student which may include further evaluation.

11. Such decision shall be communicated to the parents or guardians by certified mail within four (4) calendar days of the completion of the conference. The letter shall include the reasons for the decision.

12. The notice of the decision shall also inform the parents of their rights to a review of the placement decision by the District School Board. The request for a school board review must be made in writing to the district superintendent within five (5) school days of the receipt of the local review decision.

13. By mutual agreement and for good cause, the time to request a school board level review may be extended to thirty (30) calendar days.

14. After the receipt of a request for a school board review, the district shall prepare a transcript of the local review, to include copies of all documents introduced at the conference. Copies of the transcript shall be mailed to the parents and to the attorney of the School Board within seven (7) calendar days of the request for review.

15. A request for a review by the school board shall stay any special education placement until the review has been determined unless the parents and school personnel mutually agree to continue a placement which has already been effected.

16. Upon the receipt of the request for a school board review of an educational placement, the Chairman of the School Board shall designate an impartial reviewing officer.

17. The reviewing officer shall examine the placement based upon a study of the transcript. He may request further information, either by oral testimony or in writing, and whatever technical assistance he deems necessary.

18. The review by the hearing officer shall be held within ten (10) calendar days of the receipt of the transcript. A report of the review shall decide the matter within thirty (30) calendar days of the date that the transcript is received. The School Board may dismiss any review deemed lacking in substance.

19. The local school district shall be responsible for implementing the decision of the School Board.

L. Contractual Arrangements with Non-Public Schools

Under Section 230.23(4)(m), Florida Statutes, district school systems must provide an appropriate program of special instruction, facilities and related services for exceptional students. These responsibilities shall consist of:

1. Providing evaluation and diagnosis of exceptional students and developing an educational plan.

2. Providing appropriate special instruction, classes and services, either:

   a) within the district school system;
   b) in cooperation with other district school systems; or
   c) through contractual arrangements with approved private or non-public schools or community facilities.

3. Determining that each child residing in the district is enrolled in an educational program in compliance with the compulsory attendance laws and that thirteen consecutive years of instruction beginning with kindergarten be provided.

If a child exhibits characteristics of exceptionality which are determined by a District School System Exceptional Student Staffing Committee, to be so profound or complex, or otherwise unique that no special education program offered by the public schools in the district or adjoining districts can adequately or appropriately meet the educational plan for the child, the district shall be responsible for:

1. assisting the parents in locating an appropriate state operated school program and assisting the parents in the child's admission to that program; or

2. locating an appropriate non-public school program and contracting with that school for the special educational program.

State Funding

When an exceptional student is enrolled in non-public school programs in compliance with Section 230.23(4)(m), Florida Statutes, State Board of Education Regulations, the District Procedures for Providing Special Education for Exceptional Students and these guidelines, he shall be eligible to generate the appropriate funds under the Special Programs for Exceptional Students Section under the Florida Education Finance Program. In order for a district to receive funds for contractual arrangements under the Florida Education Finance Program, the following criteria shall be met:

1. The student shall be eligible as outlined in Section B.

2. The non-public school program shall be eligible as outlined in Section C.

3. The district shall have evidence that the student is attending regularly and that the length of the school day and number of days are in compliance with Florida Statutes.

4. A contract shall be negotiated between the two parties and a copy filed with the Bureau of Education for Exceptional Students, Department of Education prior to the student count for FTE.

5. All FTE counts for students under contractual arrangements shall be reported by the district office.

6. The FTE counts shall be consistent with the terms of contracts on file in the Bureau of Education for Exceptional Students.

Student Eligibility

A student attending a non-public school is eligible to generate funding under FEFP, if:

1. A resident of a district and enrolled or has made application for admittance to a district school program.

2. Appropriately classified as an exceptional student by the district school system as required by Florida Statutes, Regulations, and the criteria and procedures established by the district board.

3. An educational plan has been established based on assessment results, which indicates specific educational needs which are agreed upon by both parents and the district school board.

4. After reviewing the educational plan and the available educational opportunities, the school district concludes that no appropriate district program exists, can be reasonably established, nor can be obtained through cooperation with another school district or through admission to a state residential school, contracting with a non-public school should be considered.

Non-Public School Eligibility

In contracting with a non-public school, the district school board gives approval to that school as one able to meet the educational needs of the child. In entering into a contract the district shall take into consideration the following:

1. The non-public school can better meet the educational and training needs of the student as outlined in the educational plan and as evidenced by the non-public school's staff training and experience, facilities, program and related support services.

2. The non-public school shall provide periodic evaluations to the district of the student's progress in meeting the educational goals, and allow appropriate personnel from the school district to visit and review the student's program.

3. The non-public school meets all local and state standards for health and safety of students whichever are more stringent.

4. The non-public school shall have an established program to meet the designated educational needs and shall have written policies available for review that cover such things as:

Scope of service offered
Admission and separation policies
Educational philosophy and methodology
Care of children in emergencies
Clinical and administrative records
Personnel policies
Staff duties
Fee Schedules

5. The district shall select the non-public school suitable for the student's educational program and after a conference with the parents, make contractual arrangements.

Contractual Agreement for Educational Program

When a school district provides educational programs for exceptional students under an arrangement with a non-public school, such program shall be provided in accordance with a written contract or agreement and should provide:

1. A description of the educational program to be provided including the educational objectives to be met, how they are to be met, and how they relate to the student's educational plan.

2. To the district school system periodic progress reports on the child and a summary evaluation prior to renewal of the contract. Non-attendance shall be reported to the district.

3. An agreement that the special education staff of the contracting school district may review the program provided by the non-public school and confer with the staff at reasonable times.

4. The method of determining charges and tuition costs under the contract.

5. For the period of time the contract is to be in effect, how frequently it is reviewed and provisions for dissolving the contract. (No contract shall be extended beyond the school year until the case is reviewed as outlined under the Student Eligibility and School Eligibility Sections.)

District Responsibilities

The district school system shall also be responsible for:

1. Providing the student's transportation to the program if a day school program within the district.

2. Keeping a case file including progress and periodic evaluations of the student.

3. Establishing an appropriate program for the child within the district school system whenever feasible.

III. THE ROLE OF THE DEPARTMENT OF EDUCATION

As outlined in the policy paper, "The Role of State Government in Education," the aggregate responsibilities and activities of the State Board, the Commissioner, and the Department can be placed in two categories:

1. Those directed toward maintaining the effectiveness and efficiency of present educational practices as directed by statutes, regulations and professional standards, and

2. Those directed toward identifying, developing and encouraging new or improved procedures and practices in educational institutions. [1]

Members of the staff of the Bureau of Education for Exceptional Students, Division of Elementary and Secondary Education, provide consultative services for general program development of special education programs as well as specialized services in the various areas of exceptionality. Assistance is offered to local school systems by:

1. Offering consultative services on invitation from a local school system with the approval of the superintendent in planning and implementing programs for exceptional students.

2. Reviewing and recommending FEFP funds based on District procedures.

3. Collecting, interpreting, and disseminating information relative to the various phases of exceptional student education for decision making and recommendations for changes in policies, regulations and statutes.

4. Assisting a local school system upon request, in planning and establishing experimental or pilot programs for the improvement of instruction for exceptional students.

5. Assisting a local school system to determine facility needs for special programs for exceptional students for inclusion in school plant surveys.

6. Serving as a liaison with other divisions, bureaus and sections of the Department of Education, other State agencies and private and voluntary organizations.

7. Preparing and distributing bulletins, manuals, guides, curriculum materials, bibliographies, newsletters and research information.

8. Serving as a liaison and participating in matters relating to surveys, evaluations, and joint projects involving special programs for exceptional students.

* *

[1] Florida Department of Education Policy Paper: "The Role of State Government in Education", p. 2, approved by Administrative Council May 8, 1972.

9. Serving as a liaison with the special education teacher training personnel in institutions of higher learning in matters of teacher certification and the improvement of educational practices for students in all areas of exceptionalities.

10. Planning and conducting state conferences, institutes, and workshops to develop understanding and to assist in the training of local leadership personnel who are engaged in special education programs.

11. Making available the information needed by citizens, organizations, legislators, and public and private agencies so that they can participate intelligently in planning with school administrators programs for exceptional students within the framework of the State's philosophy.

12. Reviewing projects requesting federal and state funds for special programs for exceptional students.

13. Participating in professional meetings and conferences on the national, state, and county levels representing each area of exceptional student education.

IV. ADMINISTRATION AND SUPERVISION OF DISTRICT SPECIAL PROGRAMS FOR EXCEPTIONAL STUDENTS

A. Administration

Administrative responsibilities for the exceptional student programs are assigned to one member of the district instructional staff so that the varied instructional programs, supportive services, and services of related agencies may be effectively coordinated.

When a district reaches a school population of 5,000 and has programs for four or more areas of exceptional student education, a full-time qualified director should be employed for the exceptional student program.

The effectiveness of the exceptional student education program within a district results from the extent of the coordination of the various areas of exceptional student education, the integration of special education into the total program of the school system, and the optimum use of community, state, and federal resources. The administrator has the responsibility for the exceptional student education program in the local school district and should be given due authority to implement the program.

The exceptional student education administrator's responsibilities may include the following:

1. Initiating new programs and continuously planning for a comprehensive and sequential program for exceptional students.

2. Assisting in the selection and hiring of exceptional student education personnel.

3. Defining and promoting adequate procedures for the referral and identification of exceptional students. In reviewing the recommendations of the evaluation specialists and determining the appropriate educational placement for students who are eligible for exceptional student education programs, the administrator should be assisted by a placement or staffing committee. The administrator must further ascertain that all due cautions and procedures have been afforded the student and his parents or legal guardians to guarantee that they are given the opportunity for all due process considerations, avenues of appeal and equal protection under the law.

4. Promoting and maintaining adequate procedures for pupil and teacher accounting, records, and completion of state reports.

5. Providing leadership in curriculum development and methodology.

6. Conducting staff conferences and orientation seminars.

7. Assisting in planning and implementing pre-school, post-school, and in-service training programs.

8. Maintaining good public and community relations.

9. Assisting in the procuring and distributing of specialized materials and equipment.

10. Providing leadership in program evaluation and follow-up procedures.

B. Supervision

Adequate supervision is an essential feature of a comprehensive program. Each exceptional student teacher should be assured of receiving appropriate supervision from personnel trained and experienced in his area of exceptionality. Such supervision may be available at a local, regional or state level.

Each district should design a plan for assuring appropriate supervision based on the strengths and weaknesses in the local situation. Consideration should be given to the following minimum provisions:

1. When a special program has 10 or more professional workers in an an area of exceptionality and the total special education staff exceeds 20, the district should employ a helping teacher to work directly with the personnel in that area of exceptionality to improve instruction.

2. When the number of itinerant workers in any one area such as speech therapy or vision is between 5 or 10 workers, at least part-time supervision should be provided by a person trained in that area.

3. Regular school administrators and other educational personnel have the same supervisory duties for special education programs as for any other program in the school.

V. OUTLINE FOR DISTRICT PROCEDURES FOR PROVIDING SPECIAL EDUCATION FOR EXCEPTIONAL STUDENTS

A. Philosophy and Direction of the District Exceptional Student Education Program[1]

1. Goal(s)

2. Long-Term Objectives -- Objectives reflecting long range planning for the next three (3) years for the maintenance, improvement, expansion, and initiation of education for exceptional students

3. Progress in 1973-74 in meeting objectives

4. Priorities for 1974-75 to meet objectives

B. Organization and Operation of Exceptional Student Education Program

By means of an organization chart and in descriptive form, outline the role of exceptional student education to the entire school system.

Responsibilities and role of exceptional student education personnel should also be included as well as a plan to provide supervision to exceptional student education personnel and programs.

If the county administrator has other responsibilities besides exceptional student education, also indicate these.

C. Procedures for Provision of Programs Available Within the District

In a separate description for each exceptional student program available within the district, the following information is to be given.

1. Survey of Exceptional Students

The district school system should establish the estimated numbers of students deviating from the normal to such extent that special educational provisions are necessary for their proper educational development and present their rationale for such a determination.

Information should be solicited from community organizations and state agencies also dealing with various handicapping conditions of school aged and pre-school children. These agencies might include:

* * * * * * * * * * * * * * * * *

[1]For definition of terms see "Florida Department of Education Planning Model" June 1, 1972. Available from: Bureau of Research, Division of Elementary and Secondary Education, Florida Department of Education, Tallahassee.

Division of Health
Division of Children's Medical Services
Bureau of Blind Services
Division of Retardation
Division of Mental Health
Division of Vocational Rehabilitation
Division of Youth Services
Division of Family Services

Should the number of students served in any area be significantly different from the suggested prevalence rates make specific statements retarding:

a. Special local factors which might contribute
   or
b. Use of a broader criteria for the identification of an area of exceptionality. If a broader definition is proposed by the district, how does the district propose to serve these students and with what funds?
   or
c. What procedures does the district propose to eliminate the discrepancy?

2. Criteria for Eligibility for Special Education Programs

Give the specific criteria within your district used for determining eligibility of students for participation in each special education program which the district provides. These criteria should reflect but not be limited to the definitions found in State Board of Education Regulations.

3. Provisions for Screening, Referral, Identification, Placement and Dismissal of Exceptional Students

Procedures should be given for each exceptionality:

a. Screening -- ages? who? when? instruments used?

b. Referral -- by whom? to whom?

c. Identification -- by whom? instruments used?

d. Placement -- who? staffing committee?

e. Dismissal -- procedures? who? criteria?

Districts providing an instructional program for the emotionally disturbed must name the individuals or agencies providing the psychiatric or psychological consultive services to the program.

A statement regarding provisions for graduation and diplomas should be included.

Procedures for exemption of students and annual review according to 232.06 FS should be outlined.

4. Existing Program - may be shown on Chart G-2

5. Proposed Program -- include minimum and maximum case and class loads adopted by the district

6. Facilities - indicate facilities to be used other than public schools

7. Instructional Program (curriculum, methodology, philosophical approach)

8. Personnel Development Activities - other than approved In Service Training Components of the district's Master Plan

9. Supportive Services
   a. Instructional Resources
   b. Assessment and Social Services
   c. Others

10. Plans for Evaluation of Program

11. Additional comments

D. Procedures for Provision of Programs Available through Multi-District Cooperatives

In a separate description for each exceptional student program available through a Multi-District Cooperative, give information for the eleven (11) items listed under section C above.

E. Procedures for Serving Exceptional Students for whom Programs are not Available in District(s)

In a separate description for each exceptional student program not available through the district or a multi-district program, give information for the first three (3) items listed under section C above.

1. Survey of Exceptional Students

2. Criteria for eligibility

3. Provisions for screening, referral, identification, placement and dismissal -- May include use of State residential schools or contracts with non public schools.

F. Procedures for Contractual Arrangements with non-public schools

If suggested State guidelines are adopted simply so indicate. If other procedures will be used or State guidelines are modified, please describe.

G. Summary Charts (use forms provided)

1. Survey of Exceptional Students

2. Existing and Proposed Programs

H. Additional Comments

CHART G-1 _____ COUNTY

SURVEY OF EXCEPTIONAL STUDENTS

_____ Total Average Daily Membership _____ Elementary Average Daily Membership _____ Secondary Average Daily Membership

1	2	3	4			5				6			
Area	State Prevalence %	District[1] Prevalence Rate	Anticipated Number of Children[2]			Served 1973-74				Estimated Unserved 1973-74			
			Elem	Sec	Total	Pre S	Elem	Sec	Total	Pre S	Elem	Sec	Total
Educable Mentally Retarded	2.00												
Trainable Mentally Retarded	.30												
Physically Handicapped Classes	.15												
Homebound & Hospitalized	.50												
Speech & Language	3.5												
Hard of Hearing	1.5												
Deaf	.10												
Blind & Partially Sighted	.09												
Emotionally Disturbed	1.00												
Specific Learning Disabilities	1.00												
Socially Maladjusted[3]	1.00		xxx										
Gifted	2.00												
TOTALS	13.14												

1. This column must be filled in by the district indicating the prevalence figure used in the district for planning. If the State prevalence rate is used, leave blank.
2. Based on State/District Prevalence Rate - column 3 X ADM
3. Apply to Secondary Average Daily Membership only.

CHART G-2

EXISTING PROGRAM PROFILE AND PROPOSED PROGRAMS

COUNTY

AREAS	Existing Program 1973-74			Additional Students and Personnel for Each Year 1974-75			1975-76			1976-77		
	*FTE	No. Stdnts.	No. Prsnl.	*FTE	No. Stdnts.	No. Prsnl.	*FTE	No. Stdnts.	No. Prsnl.	*FTE	No. Stdnts.	No. Prsnl.
Educable Mentally Retarded												
Trainable Mentally Retarded												
Physically Handicapped												
Homebound/ Hospitalized												
Speech and Language												
Hard of Hearing												
Deaf												
Vision I												
Vision												
Specific Learning Disabilities I												
Specific Learning Disabilities												
Emotionally Disturbed I												
Emotionally Disturbed												
Socially Maladjusted												
Gifted												
Varying Exceptionalities	XXX	XXX		XXX	XXX		XXX	XXX		XXX	XXX	
Teacher Aides	XXX	XXX		XXX	XXX		XXX	XXX		XXX	XXX	
Dir., Super., Coor., Cons.	XXX	XXX		XXX	XXX		XXX	XXX		XXX	XXX	
Job Placement	XXX	XXX		XXX	XXX		XXX	XXX		XXX	XXX	
Evaluation/Case Study	XXX	XXX		XXX	XXX		XXX	XXX		XXX	XXX	
TOTALS												

*Full Time Equivalent Count as of February, 1974

APPENDIX

A. Florida Statutes -- Excerpts pertaining to Exceptional Students

B. Florida State Board of Education Regulations -- Excerpts pertaining to Exceptional Students

C. Florida Accreditation Standards -- Excerpts pertaining to Exceptional Students

D. Florida Statutes and State Board of Education Regulations pertaining to Speech Pathology and Audiology Act

APPENDIX A

FLORIDA STATUTES PERTAINING TO EXCEPTIONAL STUDENTS

JULY, 1973

228.041 Specific definitions

Specific definitions shall be as follows and wherever such defined words or terms are used in the Florida school code they shall be used as follows:

(19) EXCEPTIONAL STUDENTS -- The term "exceptional students" means any child or youth who has been certified by a specialist qualified under regulations of the state board to examine exceptional students as one who is unsuited for enrollment in a regular class of the public schools or is unable to be adequately educated in the public schools without the provisions of special classes, instruction, facilities or related services, or a combination thereof. The term "exceptional students" includes the following: the educable mentally retarded, the trainable mentally retarded, the speech impaired, the deaf and hard of hearing, the blind and partially sighted, the crippled and other health impaired, the emotionally disturbed and socially maladjusted, those with specific learning disabilities, and may include the gifted.

(20) SPECIAL EDUCATION SERVICES -- The term "special education services" means such related services in addition to instruction of the exceptional child as transportation, diagnostic and evaluation services, social services, physical and occupational therapy, job placement, orientation and mobility training, braillist, typists and readers for the blind, specified materials and equipment, and other such services as approved by regulations of the state board of education.

228.051 Organization and support of required public schools

The public schools of the state shall provide thirteen consecutive years of instruction beginning with kindergarten and shall also provide such instruction for exceptional children as may be required by law. The funds for support and maintenance of such schools shall be derived from state, district, federal, or other law sources, combinations of sources, and shall include any tuition fees charged non-residents as provided by law. Public schools, institutions and agencies providing this instruction shall constitute the uniform system of public free schools prescribed by Art. IX of the State Constitution and shall include the following:

230.23 Powers and duties of school board

The school board, acting as a board, shall exercise all powers and perform all duties listed below:

(4) ESTABLISHMENT, ORGANIZATION, AND OPERATION OF SCHOOLS -- Adopt and provide for the execution of plans for the establishment, organization, and operation of the schools of the districts as follows:

(m) EXCEPTIONAL STUDENTS -- Provide for an appropriate program of special instruction, facilities and services for exceptional students as prescribed by the state board as acceptable, including provisions that:

1. The school board provides the necessary professional services for diagnosis and evaluation of exceptional students;

2. The school board provides the special instruction, classes and services either within the district school system, or in cooperation with other district school systems or through contractual arrangements with approved private or nonpublic schools or community facilities.

3. The school board submits annually to the department its proposed procedures for the provision of special instruction and services for exceptional students.

4. No student shall be given special instruction or services until he is properly classified as an exceptional student. The parent or guardian of an exceptional student placed or denied placement in a program of special education shall be notified promptly of such placement or impending placement or denial. Such notice shall contain a statement informing the parent or guardian that he is entitled to a review of the determination and of the procedures for obtaining such review.

5. In providing for the education of exceptional students the superintendent, principals, and teachers shall utilize the regular school facilities and adapt them to the needs of exceptional students whenever this is possible. No student shall be segregated and taught apart from normal students until a careful study of the student's case has been made and evidence obtained which indicates that segregation would be for the student's benefit or is necessary because of difficulties involved in teaching the student in a regular class.

6. The principal of the school in which the student is taught shall keep a written record of the case history of each exceptional student showing the reason for the student's withdrawal from the regular class in the public school and his enrollment in or withdrawal from a special class for exceptional students and this record shall be available for inspection by school officials at any time.

230.33 Duties and responsibilities of superintendent

The superintendent shall exercise all powers and perform all duties listed below and elsewhere in the law; provided, that in so doing he shall advise and counsel with the school board. The recommendations, nominations, proposals, and reports required by law and regulations to be made to the school board by the superintendent shall be either recorded in the minutes or shall be made in writing, noted in the minutes and filed in the public records of the board. It shall be presumed that, in the absence of the record required in this paragraph, the recommendations, nominations and proposals required of the superintendent were not contrary to the action taken by the school board in such matters.

(6) ESTABLISHMENT, ORGANIZATION, AND OPERATION OF SCHOOLS, CLASSES AND SERVICES -- Recommend the establishment, organization, and operation of such schools, classes and services as are needed to provide adequate educational opportunities for all children in the district, including:

(1) EXCEPTIONAL EDUCATION -- Recommend plans for the provision of special education classes, instruction, facilities, equipment and related services for exceptional children.

232.01 Regular school attendance required between ages of seven (7) and sixteen (16); permitted at age of six (6); exceptions.

(1)(f) Consistent with regulations adopted by the state board, exceptional children who will have attained the age of three (3) years on or before January 1 of the school year may be eligible for admission to public special education programs and for related services under rules and regulations prescribed by the school board; provided however that exceptional children who are deaf, blind, severely physically handicapped or trainable mentally retarded below age five (5) may be eligible for a home instruction program or, if enrolled in other preschool or day care programs, may be eligible for supplemental instruction.

232.06 Certificates of exemptions authorized in certain cases

Children within the compulsory attendance age limits who hold valid certificates of exemption which have been issued by the superintendent shall be exempt from attending school. A certificate of exemption shall cease to be valid at the end of the school year in which it is issued.

Children entitled to such certificates and the conditions upon which they may be issued are as follows:

(1) Physical and Mental Disability. -- Any child whose physical, mental, or emotional condition is such as to prevent his successful participation in regular or special education programs for exceptional children; provided, that before issuing a certificate of exemption for physical, mental, or emotional disability, the superintendent shall require the submission of a statement from the county health officer, if a licensed physician, in counties having such an officer, and in other counties from a licensed practicing physician or qualified psychological examiner designated by the district certifying that the child is physically or mentally incapacitated for school attendance; provided, further, that if appropriate programs are not available within the school system, arrangements shall be made with adjoining districts or other appropriate agencies, residential schools, or approved non-public schools providing appropriate programs and services as determined by the department of education under regulations prescribed by the state board. Any child so exempt from educational provisions shall immediately be reported to the department.

(2) Distance Exemption. -- Children from six years of age to ten years of age, inclusive, unless deaf, blind, or seriously crippled, who, because of distance and lack of public transportation would be compelled to walk more than three miles by the nearest traveled route to the school

or to the nearest publicly maintained school bus route to attend a public school, and children eleven years of age or older, unless deaf, blind, or seriously crippled, who because of distance and lack of public transportation, would be compelled to walk more than four miles by the nearest traveled route to the nearest school or the nearest publicly maintained school bus route to attend a public school.

(3) Employment Exemption. -- Children who have reached fourteen years of age who hold employment certificates and are employed under provisions of the child labor law.

(4) Judicial Exemptions. -- Upon the recommendation of a judge of the juvenile court and the agreement of the superintendent any child within the compulsory attendance age limit may be granted a certificate of exemption.

232.13 Exceptional children; reports to superintendents

The Division of Children's Medical Services and the Divisions of the Department of Health and Rehabilitative Services shall direct their field workers to review their case records on or before March 31 of each year and to report to the superintendent of each district the names and other pertinent information for all exceptional children in the district whose conditions, in their opinion, require special educational services.

233.49 Textbooks; children with impaired vision

The department of education is authorized to purchase and arrange for distribution among district school systems previously adopted textbooks which are prepared in various media for the use of partially sighted children enrolled in the public schools in Florida.

236.083 Funds for student transportation

The annual allocation from the Florida education finance program to each district for transportation to the public schools of students in kindergarten through grades twelve (12), and exceptional students shall be determined as follows:

(1) Subject to the regulations of the state board each district shall determine the membership of students who are transported:

(a) by reason of living two (2) miles or more from school, and

(b) by reason of being physically handicapped, regardless of distance to school, and

(c) by reason of being vocational and exceptional students transported from one school center to another.

(2) Subject to the regulation of the state board, each district shall determine and report the one-way route mileage required to transport students to school for the first time on any school day and the one-way miles on routes between school centers required to transport exceptional students and vocational students to centers where appropriate programs are provided. The one-way route mileage shall be computed by adding:

(a) The loaded miles of each school bus route one-way designated in accordance with Section 234.061, Florida Statutes, and served by a bus as defined by regulations of the state board, except that miles traveled for a side route to pick up students living within one and one-half (1½) miles of the main trunk route shall not be added, and

(b) Fifty (50) percent of the miles of the bus route traveled without students.

(3) A density index for each district shall be computed by the department annually by dividing the membership of transported students as determined in subsection (1) by the bus route mileage as determined in subsection (2) of this section.

(4) The allocation for each district for a one hundred and eighty (180) day school term shall be calculated in accordance with the following formula:

$$\text{Allowable per student cost} = \frac{434.77}{2 + \text{the density index of the district}} - 13.65$$

provided that the districts with a density index of 1.10 students per route mile or less will be computed as having a density index of 1.10 and districts with a density of 5.90 or more students per route mile will be counted as having a density index of 5.90. The allocation to each district for transportation shall be determined by multiplying the allowable cost per student by the membership of all students who are transported as determined in subsection (1) of this section.

(5) If a district operates schools more or less than one hundred eighty (180) days, the allocation per student for transportation to such schools shall be calculated by multiplying the quotient of the days the schools operate divided by one hundred eighty(180) days times the allocation per student determined in subsection (4) of this section. The allocation for each district for transportation of students in membership more or less than one hundred eighty (180) days shall be determined by multiplying the allowable cost per student determined in this subsection by the membership of such students who are transported.

(6) When authorized by regulations of the state board an allocation of twelve (12) cents per mile shall be allowed for miles traveled by passenger cars with students providing for transportation of isolated students.

(7) The total allocation to each district for transportation of students shall be the sum of the amounts determined in subsections (4), (5) and (6) of this section.

(8) No district shall use funds to purchase transportation equipment and supplies at prices which exceed those determined by the department to be the lowest which can be obtained as prescribed in 229.79, Florida Statutes.

239.371 Scholarships for teachers for special training in exceptional child education

(1) The department of education is authorized to make training grants to teachers who seek special training in exceptional children education to qualify said teachers to meet professional requirements and shall be responsible for the administration of said program.

(2) These grants are limited to teachers who are under contract to teach in the exceptional child program in this state, the sunland training centers, the child training centers, and at the Florida School for the Deaf and the Blind.

(3) Each grant shall cover the cost of tuition, housing and food, to a maximum of two hundred dollars for residence enrollment in specific courses approved by the department of education for certification in exceptional child education. Said courses to be offered on the campuses of the institutions of higher learning in this state and through the Florida institute for continuing university studies.

(4) Where courses are not available in this state in the areas requiring certification in exceptional child education, the recipient may receive said grant for attending an out-of-state institution of higher learning approved by the department of education to meet the professional requirements of the state.

Regulations to Implement the Florida Education Finance Act as it relates to Special Programs for Exceptional Students at the time of printing Had Not been presented to the State Board of Education
The Regulations Below are only those not Affected by the FEFA

APPENDIX B

Regulations of the Florida State Board of Education
Pertaining to Exceptional Students
Effective July 21, 1972

Chapter 6A-2
School Facilities

6A-2.61 Size of spaces, minimum requirements.

(f) Exceptional child facilities: The minimum space requirements established by the division of elementary and secondary education for the identified programs shall be used.

Chapter 6A-4
Certification

6A-4.06 General and professional preparation.

Credit in general and professional preparation as listed below shall be required for the graduate, post graduate, special post graduate, or advanced post graduate certificate unless exemption for a specific certification subject or field is provided for in state board of education regulations.

(1) General preparation. A minimum of forty-five (45) semester hours shall be required in general preparation with not less than six (6) semester hours earned and not more than twelve (12) semester hours counted in each of the five areas listed below. A graduate with a Bachelor's degree from a standard institution shall be considered to have met the general preparation requirements.

(a) Arts of communication.

1. A minimum of six (6) semester hours shall be required in English composition, rhetoric, or grammar.

2. Up to six (6) semester hours in speech, journalism, or elementary foreign languages may be used to meet the total of twelve (12) semester hours permitted in this area.

(b) Human adjustment. A minimum of six (6) semester hours shall be required in areas such as: health, physical education, psychology, religion, philosophy, logic, ethics, nutrition, problems of living in home and family, or community living.

(c)

(c) Biological science, physical sciences and mathematics. A minimum of six (6) semester hours shall be required. Credit may be earned in comprehensive courses or separate subjects. The entire six (6) semester hours shall not be in mathematics.

(d) Social science. A minimum of six (6) semester hours shall be required. Credit may be earned in comprehensive courses or in separate subjects; provided credit is earned in at least two (2) of the following: geography, history, political science, sociology, anthropology, or economics.

(e) Humanitites and applied arts. A minimum of six (6) semester hours shall be required. Credit may be earned in comprehensive courses or in separate subjects; provided credit is earned in at least two of the following: literature (English, American, world), literature written in a foreign language, music, technological skills, construction design and fine arts, or art as applied to personal and family living.

6A-4.17 Specialization requirements for certification in exceptional child education.

(1) MENTAL RETARDATION

(a) Rank III certificate.

1. A Bachelor's degree with a major in exceptional child education with specialization in mental retardation or

2. A Bachelor's degree with thirty-two (32) semester hours including the areas specified below:

a. Nine (9) semester hours including credit in each of the following:

(1) survey course in the education of exceptional children

(2) introduction to language development and speech disabilities

(3) principles of human development or child and adolescent psychology

b. Nine (9) semester hours including credit in each of the following:

(1) teaching of sequential developmental skills and concepts of reading at the elementary level

(2) teaching of sequential developmental skills and concepts of arithmetic at the elementary level

(3) materials for use with children such as children's literature, audio-visual materials and library materials

c. Two (2) semester hours in education assessment, including evaluative and instructional techniques for exceptional children to provide an objective data base for individualized instruction

d. Three (3) semester hours from one (1) of the following:
(1) nature study or life science for the elementary school
(2) social studies to include conservation
(3) health education and/or physical education for exceptional children
(4) art for the elementary school
(5) music for the elementary school
(6) occupational and educational information

e. Nine (9) semester hours in separate or integrated specialized courses to include:

(1) a course in the biological, psychological and sociological foundations of mental retardation

(2) courses from:

(a) education of children and youth who are trainable mentally retarded including curriculum development, methods and materials

(b) education of children and youth who are educable mentally retarded including curriculum development, methods and materials

(c) education of youth who are mentally retarded including skills in basic home economics or industrial arts

(b) Rank II certificate.

1. A master's degree with a graduate major in exceptional child education with specialization in mental retardation or

2. A Master's degree with thirty-eight (38) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering mental retardation.

(c) Rank IA certificate.

1. Qualifications for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, with forty-four (44) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering mental retardation. Six (6) of the forty-four (44) semester hours must be graduate credit.

(d) Rank I certificate.

1. A Doctor's degree with a doctoral major in exceptional child education with specialization in mental retardation or

2. A Doctor's degree with forty-four (44) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering mental retardation. Six (6) of the forty-four (44) semester hours must be graduate credit or

3. Hold a Rank I certificate in an area of exceptional child education with nine (9) semester hours of graduate credit specified under area 2.e for Rank III certification.

(2) MOTOR DISABILITIES

(a) Rank III certificate.

1. A Bachelor's degree with a major in exceptional child education specialization in motor disabilities, or

2. A Bachelor's degree with rank III certification in another subject or field and fifteen (15) semester hours in exceptional child education including credit in each of the areas specified below.

a. A survey course in the education of exceptional children.

b. Biological, psychological and social foundations of mental deficiency.

c. Biological and medical aspects of motor and physical health disabilities, including pathologies in central nervous system covering motor, sensory, language and psychological disorders.

d. Educational management of children with cerebral palsy and other motor disabilities including rehabilitation and other community services.

(b) Rank II certificate.

1. A Master's degree with a graduate major in exceptional child education with specialization in motor disabilities, or

2. A Master's degree, with rank II certification in another subject or field and eighteen (18) semester hours in exceptional child education including the areas specified above for the rank III certificate covering motor disabilities.

(c) Rank IA certificate. Qualification for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, with Rank IA, certification in another subject or field and twenty-one (21) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering motor disabilities. At least three (3) of the twenty-one (21) semester hours must be earned at the graduate level.

(d) Rank I certificate.

1. A Doctor's degree with a doctoral major in exceptional child education, or

2. A Doctor's degree with rank I certification in another subject or field and twenty-one (21) semester hours in exceptional child education including the areas specified above for the rank III certificate covering motor disabilities. At least three (3) of the twenty-one (21) semester hours must be earned at the graduate level.

(3) HEARING DISABILITIES.

(a) Rank III Certificate.

1. A Bachelor's degree with a major in exceptional child education with specialization in hearing disabilities, or

2. A Bachelor's degree with rank III certification in another subject or field and twenty-four (24) semester hours in exceptional child education including credit in each of the areas specified below:

a. A survey course in the education of exceptional children.

b. Anatomy, physiology and function of auditory and speech mechanisms.

c. Nature and needs of children who are deaf or have severe hearing disabilities.

d. Audiology and auditory training.

e. Speech development and speech reading for children with severe hearing disabilities.

f. Teaching language to children with severe hearing disabilities.

g. Teaching reading to children with severe hearing disabilities.

(b) Rank II certificate.

1. A Master's degree with a graduate major in exceptional child education with specialization in hearing disabilities, or

2. A Master's degree with rank II certification in another subject or field and thirty (30) semester hours in exceptional child education including the areas specified above for the rank III certificate covering hearing disabilities.

(c) Rank IA certificate. Qualification for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, with Rank IA certification in another subject or field and thirty-six (36) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering hearing disabilities. At least six (6) of the thirty-six (36) semester hours must be earned at the graduate level.

(d) Rank I certificate.

1. A Doctor's degree with a doctoral major in exceptional child education, or

2. A Doctor's degree with Rank I certification in another subject or field and thirty-six (36) semester hours in exceptional child education including the areas specified above for the rank III certificate covering hearing disabilities. At least six (6) of the thirty-six (36) semester hours must be earned at the graduate level.

(4) VISUAL DISABILITIES.

(a) Rank III certificate.

1. A Bachelor's degree with a major in exceptional child education with specialization in visual disabilities, or

2. A Bachelor's degree with rank III certification in another subject or field and eighteen (18) semester hours in exceptional child education including credit in each area specified below:

a. A survey course in the education of exceptional children.

b. Anatomy, physiology and hygiene of visual mechanism, including educational implications.

c. The nature and needs of children with visual disabilities.

d. Educational management of children with visual disabilities (partial vision and blindness) including school settings, methods and materials.

e. Braille.

(b) Rank II certificate.

1. A Master's degree with a graduate major in exceptional child education with specialization in visual disabilities, or

2. A Master's degree with rank II certification in another subject or field and twenty-one (21) semester hours in exceptional child education including the areas specified above for the rank III certificate covering visual disabilities.

(c) Rank IA certificate. Qualifications for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, with rank IA certification in another subject or field and twenty-four (24) semester hours in exceptional child education including the areas specified above for the rank III certificate covering visual disabilities. At least three (3) of the twenty-four (24) semester hours must be earned at the graduate level.

(d) Rank I certificate.

1. A Doctor's degree with a doctoral major in exceptional child education, or

2. A Doctor's degree with rank I certification in another subject or field and twenty-four (24) semester hours in exceptional child education including the areas specified above for the rank III certificate covering visual disabilities. At least three (3) of the twenty-four (24) semester hours must be earned at the graduate level.

(5) SPEECH CORRECTION.

(a) Rank III certificate. Clinical practice as specified in section 6A-4.06(2)(a)4.b., state board of education regulations, may be accepted to meet the practical experience in teaching requirement for speech correction.

1. A Bachelor's degree with a major in exceptional child education with specialization in speech correction, or

2. A Bachelor's degree with rank III certification in another subject or field and twenty-seven (27) semester hours as specified below:

a. Six (6) semester hours in biological, psychological and social foundations of speech or hearing disabilities, including anatomy, physiology and function of auditory and speech mechanisms, phonetics and language development.

b. Six (6) semester hours in pathologies in oral communication and procedures in the management of children and youth with speech or hearing disabilities, including diagnosis, evaluation, therapeutic methods and materials.

c. Six (6) semester hours in audiometry and hearing rehabilitation.

d. A survey course in the education of exceptional children.

e. Six (6) semester hours (200 clock hours) of clinical practice in speech correction which must include experience in an elementary or secondary school setting.

(b) Rank II certificate

1. A Master's degree with a graduate major in exceptional child education with specialization in speech correction, or

2. A Master's degree with rank II certification in another subject or field and thirty-three (33) semester hours in exceptional child education including the areas specified above for the rank III certificate covering speech correction.

(c) Rank IA certificate. Qualification for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, with Rank IA certification in another subject or field and thirty-nine (39) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering speech correction. At least six (6) of the thirty-nine (39) semester hours must be earned at the graduate level.

(d) Rank I certificate.

1. A Doctor's degree with a doctoral major in exceptional child education, or

2. A Doctor's degree with rank I certification in another subject or field and thirty-nine (39) semester hours in exceptional child education including the areas specified above for the rank III certificate covering speech correction. At least six (6) of the thirty-nine (39) semester hours must be earned at the graduate level.

(6) VARYING EXCEPTIONALITIES.

(a) Rank III certificate.

1. A Bachelor's degree with a major in exceptional child education, or

2. A Bachelor's degree with rank III certification in another subject or field and eighteen (18) semester hours with credit in at least six (6) of the areas specified below:

a. A survey course in the education of exceptional children.

b. Biological, psychological and social foundations of motor disabilities, or mental deficiencies including cerebral palsy in either case.

c. Foundations and pathologies of personality and adjustment.

d. Language development and speech disabilities.

e. Educational management of children with intellectual disabilities, including curriculum, methods and materials.

f. Educational management of children with visual disabilities - partial vision and blindness - including methods and materials.

g. Education of children with intellectual superiorities.

h. Education of children with severe hearing disabilities.

(b) Rank II certificate.

1. A Master's degree with a graduate major in exceptional child education, or

2. A Master's degree with rank II certification in another subject or area and twenty-one (21) semester hours in exceptional child education including the areas specified above for the rank II certificate covering varying exceptionalities.

(c) Rank IA certificate. Qualification for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, with Rank IA certification in another subject or field and twenty-four (24) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering varying exceptionalities. At least three (3) of the twenty-four (24) semester hours must be earned at the graduate level.

(d) Rank I certificate.

1. A Doctor's degree with a doctoral major in exceptional child education, or

2. A Doctor's degree with rank I certification in another subject or field and twenty-four (24) semester hours in exceptional child education including the areas specified above for the rank III certificate covering varying exceptionalities. At least three (3) of the twenty-four (24) semester hours must be earned at the graduate level.

(7) OCCUPATIONAL THERAPY. In lieu of course credit and practical experience in teaching in professional preparation as described in section 6A-4.06, state board of education regulations, an applicant for certification in occupational therapy may present three (3) semester hours of credit in each of the following areas:

(a) A survey course in the education of exceptional children.

(b) Child development or adolescent psychology.

1. Rank III certificate.

a. Hold a Bachelor's degree.

b. Hold a certificate from a school of occupational therapy approved by the Council on Medical Education and Hospitals of the American Medical Association.

c. Be a member of the registry of the American Occupational Therapy Association.

2. Rank II certificate. A Master's degree and requirements as specified above for the rank III certificate covering occupational therapy.

3. Rank IA certificate. Qualification for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, and requirements as specified above for the rank III certificate covering occupational therapy.

4. Rank I certificate. A Doctor's degree and requirements as specified above for the rank III certificate covering occupational therapy.

(8) PHYSICAL THERAPY. In lieu of course credit and practical experience in teaching in professional preparation as described in section 6A-4.06, state board of education regulations, an applicant for certification in physical therapy may present three (3) semester hours credit in each of the following areas:

(a) A survey course in education of exceptional children.

(b) Child development or adolescent psychology.

1. Rank III certificate.

a. Hold a Bachelor's degree

b. Hold a certificate from a school approved by the Council on Medical Education and Hospitals of the American Medical Association.

c. Be a member of the American Physical Therapy Association.

d. Hold a Florida state license to practice physical therapy.

2. Rank II certificate. A Master's degree and requirements as specified above for the rank III certificate covering physical therapy.

3. Rank IA certificate. Qualification for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, and requirements as specified above for the Rank III certificate covering physical therapy.

4. Rank I certificate. A Doctor's degree and requirements as specified above for the rank III certificate covering physical therapy.

(9) EMOTIONAL DISTURBANCE.

(a) Rank III certificate.

1. A Bachelor's degree with a major in exceptional child education with specialization in emotional disturbance or

2. A Bachelor's degree with thirty-two (32) semester hours including the areas specified below:

a. Nine (9) semester hours including credit in each of the following:

(1) survey course in the education of exceptional children

(2) introduction to language development and speech disabilities

(3) principles of human development or child and adolescent psychology

b. Nine (9) semester hours including credit in each of the following:

(1) teaching of sequential developmental skills and concepts of reading at the elementary level

(2) teaching of sequential developmental skills and concepts of arithmetic at the elementary level

(3) materials for use with children such as children's literature, audio-visual materials and library materials.

c. Two (2) semester hours in educational assessment, including evaluative and instructional techniques for exceptional children to provide an objective data base for individualized instruction

d. Three (3) semester hours from one (1) of the following:

(1) nature study or life science for the elementary school

(2) social studies to include conservation

(3) health education and/or physical education for exceptional children

(4) art for the elementary school

(5) music for the elementary school

(6) occupational and educational information

e. Nine (9) semester hours which must include:

(1) classroom management, methods and techniques for the emotionally disturbed

(2) precision teaching including behavior modification for the emotionally disturbed

(3) educational programming for the emotionally disturbed

(b) Rank II certificate.

1. A Master's degree with a graduate major in exceptional child education with specialization in emotional disturbance or

2. A Master's degree with thirty-eight (38) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering emotional disturbance

(c) Rank IA certificate.

1. Qualifications for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, with forty-four (44) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering emotional disturbance. Six (6) of the forty-four (44) semester hours must be graduate credit.

(d) Rank I certificate.

1. A Doctor's degree with a doctoral major in exceptional child education with specialization in emotional disturbance or

2. A Doctor's degree with forty-four (44) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering emotional disturbance. Six (6) of the forty-four (44) semester hours must be graduate credit or

3. Hold a Rank I certificate in an area of exceptional child education with nine (9) semester hours of graduate credit specified under area 2.e. for Rank III certification.

(10) SPECIFIC LEARNING DISABILITIES.

(a) Rank III certificate.

1. A Bachelor's degree with a major in exceptional child education with specialization in learning disabilities or

2. A Bachelor's degree with thirty-two (32) semester hours including the areas specified below:

a. Nine (9) semester hours including credit in each of the following:

(1) survey course in the education of exceptional children

(2) introduction to language development and speech disabilities

(3) principles of human development or child adolescent psychology

b. Nine (9) semester hours including credit in each of the following:

(1) teaching of sequential developmental skills and concepts of reading at the elementary level

(2) teaching of sequential developmental skills and concepts of arithmetic at the elementary level

(3) materials for use with children such as children's literature, audio-visual materials and library materials

c. Two (2) semester hours in educational assessment, including evaluative and instructional techniques for exceptional children to provide an objective data base for individualized instruction

d. Three (3) semester hours from one (1) of the following:

(1) nature study or life science for the elementary school

(2) social studies to include conservation

(3) health education and/or physical education for the exceptional child

(4) art for the elementary school

(5) music for the elementary school

(6) occupational and educational information

e. Nine (9) semester hours in separate or integrated specialized courses to include:

(1) theories in learning disabilities

(2) skills in instructional diagnosis of the learning disabled child

(3) skills in individualizing instruction for the learning disabled child

(4) skills in classroom and/or behavioral management

(b) Rank II certificate.

1. A Master's degree with a graduate major in exceptional child education with specialization in learning disabilities or

2. A Master's degree with thirty-eight (38) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering learning disabilities.

(c) Rank IA certificate.

1. Qualifications for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, with forty-four (44) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering learning disabilities. Six (6) of the forty-four (44) semester hours must be graduate credit.

(d) Rank I certificate.

1. A Doctor's degree with a doctoral major in exceptional child education with specialization in learning disabilities or

2. A Doctor's degree with forty-four (44) semester hours in exceptional child education including the areas specified above for the Rank III certificate

covering learning disabilities. Six (6) of the forty-four (44) semester hours must be graduate credit or

3. Hold a Rank I certificate in an area of exceptional child education with nine (9) semester hours of graduate credit specified under area 2.e. for Rank III certification.

Chapter 6A-7
Special Programs II

6A-7.35 Approved Institutions for exceptional child education scholarships.

Teachers awarded scholarships for special training in exceptional child education shall attend the following types of institutions or classes:

(1) Institutions of higher learning in Florida which have courses in exceptional child education approved by the commissioner of education.

(2) Institutions of higher learning outside the state of Florida approved by the commissioner of education which provide courses in areas of exceptional child education which are not available in Florida.

General Authority 229.053(1) FS. Law Implemented 239.371 FS. History -- New 2-20-64, Amended 4-8-68.

6A-7.36 Awarding of scholarships to teachers for special training in exceptional child education.

Scholarships to teachers of exceptional child education shall be awarded as follows:

(1) The commissioner of education shall award scholarships to teachers of exceptional child education who meet qualifications as hereinafter provided.

(2) The director of the division of elementary and secondary education may designate the area or areas of exceptionality where the greatest need for teachers exists and give priority to applicants who are taking courses in these areas of specialization.

(3) To be eligible to receive a scholarship for special training in exceptional child education the applicant shall:

(a) Hold a legal contract to teach in the state exceptional child education program, in a Sunland Training Center, a state child training center, or in the Florida School for the Deaf and the Blind.

(b) Hold a valid Florida teaching certificate but not be fully certified in the area of exceptionality to which he is assigned to teach.

(c) Register for the course or courses necessary to meet specialization requirements in the area of exceptionality to which he is assigned to teach.

(d) Have filed with the office of certification services in the division of elementary and secondary education a transcript of all previous college course credit and have had his or her academic transcript analyzed for certification in the area of exceptionality to which he is assigned to teach.

General Authority 229.053(1) FS. Law Implemented 230.371 FS. History -- New 2-20-64, Amended 4-8-68.

6A-7.37 Payment of grants to scholarship recipients.

Scholarship payment shall be handled in the following manner:

(1) A scholarship recipient who registers for individual courses on or off college campus during the regular school year shall be eligible to receive a grant equal to the tuition or registration fee charged for each course.

(2) A scholarship recipient who attends a regular summer session at an

approved institution of higher learning shall be eligible to receive a grant of up to $200, provided he registers for a minimum of five semester hours of courses in areas of specialization to meet certification requirements in the area of exceptionality to which he is assigned to teach.

(3) In the event it is deemed advisable for a scholarship recipient attending a regular summer session to take only one course in the area of specialization to meet certification requirements he may receive a grant up to $100.

(4) A scholarship recipient who lives at home while attending regular summer sessions shall be eligible to receive a grant equal to the tuition or registration fee charged for each course taken.

(5) If for any reason a scholarship recipient fails to complete the course or courses for which scholarship funds are granted he shall refund to the state the full amount of the scholarship grant.

General Authority 229.053(1) FS. Law Implemented 239.371 FS. History -- New 2-20-64.

6A-7.38 Florida exceptional child education summer fellowships.

Fellowships to instructional personnel in exceptional child education programs shall be awarded from any available funds as follows:

(1) The commissioner of education is authorized to award fellowships to instructional personnel in exceptional child education programs who meet qualifications hereinafter provided.

(2) The director of the division of elementary and secondary education may designate the area or areas of exceptionality where the greatest need for personnel exists and give priority to applicants who are pursuing a program of study in these areas of specialization.

(3) To be eligible to receive an exceptional child education summer fellowship the applicant shall:

(a) Hold a regular Florida teaching certificate covering a field of exceptional child education or be employed in a state approved exceptional child education program in an area of exceptionality for which there is no specific certification field.

(b) Hold a legal contract to serve in an instructional capacity in the state exceptional child education program, in a Sunland Training Center, a state child training center or in the Florida School for the Deaf and the Blind of the school year following fellowship.

(c) Register in an approved institution for advanced level courses in exceptional child education.

(4) Instructional personnel awarded exceptional child education summer fellowships shall attend the following types of institutions:

(a) Institutions of higher education in Florida approved by the commissioner of education which offer graduate programs in exceptional child education.

(b) Institutions of higher education outside the state of Florida approved by the commissioner of education which offer graduate programs in exceptional child education which are not available in Florida.

(5) Fellowship grants shall be subject to the following provisions:

(a) A fellowship recipient who enrolls in a Florida institution for twelve (12) or more quarter hours, or eight (8) or more semester hours shall be eligible to receive a grant of seven hundred fifty dollars ($750). A recipient who enrolls for less than twelve (12) quarter hours or eight (8) semester hours shall be eligible to receive a grant of sixty dollars ($60.00) per quarter hour or ninety dollars ($90.00) per semester hour.

(b) A fellowship recipient who enrolls in an out of state institution for twelve (12) or more quarter hours, or eight (8) or more semester hours shall be eligible to receive a grant of one thousand dollars ($1,000). A recipient who enrolls for less than twelve (12) quarter hours or eight (8) semester hours shall be eligible to receive a grant of eighty dollars ($80,00) per quarter hour or one hundred twenty dollars ($120.00) per semester hour.

(c) If a fellowship recipient fails to complete the courses for which fellowship funds are granted he shall refund to the state the full amount of the fellowship grant.

General Authority 282.93(11) FS. Law Implemented 282.93(11) FS. History -- New 8-9-68, Amended 4-11-69.

6A-7.72 Textbooks authorized for special schools.

(1) The director of the division of elementary and secondary education is authorized to apportion money to provide free textbooks for special state schools in the division of youth services and in the division of retardation operating under the supervision of the Department of Health and Rehabilitative Services and to approve requisitions for textbooks to be furnished for use in such schools. All costs and charges for such textbooks shall be proper charges against the state textbook fund in accordance with the provisions of chapter 233, Florida Statutes.

(2) The director of the division of youth services and the director of the division of retardation shall have the same duties and responsibilities relating to textbooks as prescribed for superintendents in Section 233.43, Florida Statutes.

General Authority 229.053(1) FS. Law Implemented 233.13 FS. History -- Amended 2-20-64, 4-8-68.

APPENDIX C

Florida Accredation Standards Pertaining to Exceptional Child Education Programs

Effective 1971-72

Exceptional child schools or schools with exceptional child programs are advised to use the applicable Elementary and Secondary Standards, 1971 for accrediting purposes. These applicable Standards are noted in the table outlined below as shown for type school, type exceptionality and sections of accreditation standards to be completed respectively.

Type School	*Type Exceptionality*	*Section of Accreditation Standards to be Completed*
Exceptional Child Schools containing only students with exceptionalities shown to the right (only)	1. Trainable Mentally Retarded 2. Socially Maladjusted and Emotionally Disturbed	Complete Section 2 (Overall) of the standards (only)
Regular schools containing the exceptional programs listed to the right under "Type Exceptionality" will measure these programs using the section of standards listed to the extreme right.	1. Trainable Mentally Retarded 2. Socially Maladjusted and Emotionally Disturbed	Complete Section 2 (Overall) for these programs (only)
Exceptional Child Schools containing Exceptional Child Programs listed to the right under "Type Exceptionality" will be measured by the section(s) of standards listed to the extreme right.	1. Educable Mentally Retarded 2. Motor Disabled 3. Specific Learning Disabilities 4. Speech Correction 5. Varying Exceptionalities	Grades 1-6 (Sections 2 and 3) Grades 7-12 (Sections 2 and 4) Grades 1-12 (Sections 2, 3 and 4) UNGRADED: Ages 6-13 (Sections 2 and 3; Ages 14 and above Sections 2 and 4) OMIT SECTION 5
Regular schools containing Exceptional Child Programs listed to the right under "Type Exceptionality" will be measured by the section(s) of standards listed to the extreme right.	1. Educable Mentally Retarded 2. Motor Disabled 3. Specific Learning Disabilities 4. Speech Correction 5. Varying Exceptionalities	Applicable sections for regular students and use objectives at students' level on the learning continuum for evaluating product
Exceptional Child Schools or regular schools containing Exceptional Child Programs listed to the right under "Type Exceptionality" will be measured by the section(s) of standards listed to the extreme right.	1. Gifted 2. Hearing Impaired 3. Visually Disabled	Grades 1-6 (Sections 2 and 3) Grades 7-9 (Sections 2 and 4) Grades 10-12 (Sections 2 and 5) Grades 1-12 (Sections 2, 3, 4 and 5)

9.643 *Exceptional child education*

(1) Goals. The goals of exceptional child education are to:

(a) Fulfill the goals of the overall, elementary, junior high, middle school and senior high instructional programs.

(b) Assist each handicapped exceptional child to become less dependent on others and hence, more independent within a framework of his recognized limitations.

(c) Broaden the range of experiences for gifted students by introducing knowledge and activities not ordinarily encountered in the regular curriculum.

(2) Provisions.

(a) District plan. (S-2.100-level 1-a)—The school has available a copy of the district plan for meeting the needs of exceptional children and the total faculty is aware of the relationship of this plan to the school program.

(b) Referral. (P-2.027-level 1-a)—The school has referred students believed to be exceptional for diagnosis and evaluation by competent specialists.

(c) Identification. (S-2.101-level 1-a)—There are available in the principal's or guidance office, for every identified exceptional child within that school, summary reports of the evaluation by specialists and reasons for the enrollment or withdrawal of the child from a special education program.

(d) Evaluation. (P-2.023-level 1-a)—This area is evaluated annually to ascertain the fulfillment of the stated goals as measured by specific criteria or objectives established and utilized by the school. (Also see 9.742 or 9.844 or 9.944 and 9.621 (2)(d)).

(3) Program for the educable mentally retarded—when provided. Students enrolled in an exceptional child program for the educable mentally retarded follow a special curriculum designed to achieve the overall goals of the school and the unique goal of the education of the handicapped students.

(a) Instruction.

1. **Sequential program.** (P-2.029-level 1-a)—Students with intellectual disabilities have been provided a sequential program in motor, auditory, visual, and associational skills; language arts; arithmetic computational skills; and social learning.

2. **Program emphasis.** (P-2.030-level 1-a)

   a. **Primary.** At the primary level (generally chronological ages 6-10), the instructional emphasis is on the motor, auditory, visual and associational skills; communicative skills and social learning.

   b. **Intermediate.** At the intermediate level (generally chronological ages 10-13), the emphasis is on the basic academic skills of the language arts, arithmetic computational and mathematical reasoning skills, and social learning.

   c. **Junior high.** At the junior high level (generally chronological ages 13-15), emphasis is on functional academics, pre-occupational exploration, and evaluation of the individual's occupational potential for placement for training in a secondary work-experience program.

d. **Senior high.** At the senior high level (generally chronological ages 15—completion of program), the emphasis is on related academics and on prescriptive occupational training, comprehensive work-experience (including placement, follow-up, and cooperation between related agencies) which leads to a dipolma or certificate and successful job placement.

3. **Program.** (P-2.031-level 1-1)—Programs have been developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the educable mentally retarded student.

4. **Goals or objectives.** (P-2.032-level 2-b)—Specific goals or objectives selected for each student are based on his specific learning characteristics, his social competencies and his general ability to make behavioral adaptations to his environment at home, in school and in the community.

5. **Student performance.** (X-2.001-level 1-a)—The students have attained a level of achievement which denotes progress towards meeting the pre-determined objectives identified in 3.

6. **Housing with peer group.** (S-2.102-level 2-a)—Students with intellectual disabilities who are housed in a regular school center are housed with students of corresponding chronological age.

(b) **Materials and equipment.**

1. Instructional materials. (P-2.033-level 1-a)—Instructional and manipulative materials and equipment for meeting the varied perceptual, educational, social and occupational needs which are compatible to the chronological and mental age of the individual are provided.

2. **Supplies and materials.** (P-2.034-level 1-a)—Provisions are made for consumable supplies and materials of sufficient quantity and variety to provide each student with experiences in art, crafts, and related occupational activities.

(c) **Plant and facilities.** A special classroom or departmentalized classrooms are provided for students with intellectual disabilities in a regular or special school. These rooms conform to the following standards:

1. **Sufficient storage.** (P-2.035-level 2-b)—There is sufficient storage and display space to provide for the specialized equipment and materials.

2. **Work area.** (S-2.103-level 2-b)—Sinks and benches with work areas are provided.

3. **Adequate secondary facilities.** (P-2.036-level 1-b)—Facilities for Secondary Educable Mentally Retarded Students in addition to the basic academic instruction area shall provide adequate space within the classroom or within the school center for food preparation, clothing maintenance, home maintenance, general occupational skills, horticulture, building maintenance, etc.

4. **Pre-vocational and occupational areas.** (S-2.104-level 2-b)—For Secondary Educable Mentally Retarded Students, in addition to the academic area, provisions shall be made to provide either:

a. Special exceptional child pre-vocational and occupational areas of 85 square feet per pupil each for domestic skills area and for occupational skills area with a minimum of 850 square feet per area, or

b. daily pre-occupational and pre-vocational instruction in the regular domestic and occupational skills areas.

(4) **Program for the trainable mentally retarded—when provided.** Students enrolled in an exceptional child program for the trainable mentally retarded follow a special instructional program designed to achieve the overall goals of the school and the unique goal of education of the handicapped exceptional child.

(a) **Instruction.**

1. **Program.** (P-2.037-level 1-a)—Students with severe intellectual disabilities are provided sequential training in self-help, social, sensory-motor, communicative and vocational skills.

2. **Program.** (P-2.038-level 2-b)—In addition to "1" students with severe intellectual disabilities are provided sequential training in avocational skills.

3. **Program.** (P-2.039-level 3-c)—Students with severe intellectual disabilities are provided part-time work experiences for application of training program skills.

4. **Program.** (P-2.040-level 1-1)—Programs have been developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the trainable mentally retarded.

5. **Goals or objectives.** (P-2.041-level 2-b)—Specific goals or objectives selected for each student are based on his specific learning characteristics, his social competencies and his general ability to make behavioral adaptations to his environment at home, in school and in the community.

6. **Self help.** (X-2.002-level 2-a)—Students exhibit self help behaviors to cope with situations involving personal care.

7. **Social.** (X-2.003-level 2-a)—Students demonstrate acceptable social behaviors as measured by family, school and community expectations; to cope with recurring daily needs, to interact with other individuals and to accept responsibility as a member of the community.

8. **Body resources.** (X-2.004-level 2-a)—Students demonstrate effective use of body resources with respect to body locomotion, endurance and general motor coordination.

9. **Sense modalities.** (X-2.005-level 2-a)—Students use sense modalities to gather information in the environment.

10. **Sense modalities.** (X-2.006-level 3-a)—Students use sense modalities to perceive and interpret environmental stimuli.

11. **Communication.** (X-2.007-level 2-a)—Students demonstrate a functional vocabulary of words, gestures or social responses to communicate with others.

12. **Communication.** (X-2.008-level 3-a)—Students demonstrate the ability to decode spoken language and the ability to use language to communicate.

13. **Concepts.** (X-2.009-level 2-a)—Students identify and name abstract concepts such as shape, color, number, quantity, size and time.

14. **Classification.** (X-2.010-level 3-a)—Students use selected classification systems for reasoning and problem solving.

15. **Work.** (X-2.011-level 2-b)—Students perform skills and attitudes required of a worker or helper in the home and school situation.

16. **Work.** (X-2.012-level 3-b)—Students perform skills and attitudes required of a worker or helper in a sheltered workship or community situation.

17. **Recreation.** (X-2.013-level 3-b)—Students engage in recreational and leisure time activities at school, at home, and in the community.

(b) **Materials and equipment.** (P-2.042-level 2-a)—Specialized materials and equipment appropriate to all areas of the program and for individual instructional needs are provided.

(c) **Facilities.** See Section 9.68.

(5) **Program for the motor disabled.** When provided. Students enrolled in an exceptional child program for the motor disabled follow the regular instructional program to achieve the specific goals in Section III, IV and V of standards and the unique goal for the education of the handicapped exceptional child.

(a) **Instruction.**

1. **Provisions.** (P-2.043-level 1-a)—Students with motor disabilities and special health problems are provided access to regular school facilities, and adapted scheduling enables every child in the attendance area who is exceptional only because of a motor disability or a severe physical health problem to participate in a regular school program.

2. **Program.** (P-2.044-level 1-1)—Programs have been developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the motor disabled.

3. **Therapy services.** (S-2.105-level 2-a,b)—Students with motor disabilities receive physical and occupational therapy services as prescribed in writing by a licensed physician.

(b) **Materials and equipment.** (P-2.045-level 2-a)—Students with motor disabilities are provided specialized equipment to facilitate development of functional skills, such as neuromuscular coordination, strength and flexibility and activities of daily living.

(c) **Plant and facilities.** A classroom and related facilities are provided in a special or regular school for students with motor disabilities. These rooms conform to the following standards:

1. **Provisions for access.** (S-2.106-level 1-b)—Students in wheelchairs, walkers and other devices have access to toilets, all instructional levels of the school and outdoor activity areas and are not hampered by stairs and narrow doors.

2. **School facilities.** (S-2.107-level 2-b)—Sinks, toilets, drinking fountains, counters and benches, and chalkboards, are of sufficient height and structural design to accommodate students using wheelchairs or crutches.

3. **Special facilities.** (P-2.046-level 3-b)—Separate facilities are provided for physical and occupational therapy instruction in a private room readily accessible to the classroom setting and adequate to house the necessary equipment.

(6) **Program for the visually disabled.** When provided—Students enrolled in an exceptional child program for the visually handicapped follow the regular instructional program to achieve the specific goals in Sections III, IV and V of the standards and the unique goal for education of the handicapped exceptional child.

(a) Instruction

1. **Visual disabilities.** (P-2.047-level 1-a)—Students who are blind or partially sighted are regularly scheduled for instruction by a teacher qualified in the area of the visually impaired.

2. **Program.** (P-2.048-level 1-1)—Programs have been developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the visually disabled.

3. **Visual disabilities.** (P-2.049-level 3-b)—Students with severe visual disabilities receive the services of a trained instructor in orientation and mobility skills and activities of daily living.

(b) Materials and equipment.

1. **Materials and equipment.** (P-2.050-level 1-b)—State adopted large print and braille textbooks and supplementary material and tangible apparatus are provided to implement the instructional program.

2. **Reproduction equipment.** (P-2.051-level 2-b)—Reproduction equipment and materials are used to provide the student with supplementary materials for enrichment of the instructional program to the same degree as provided sighted pupils.

3. **Recreation equipment.** (P-2.052-level 3-b)—Adaptive recreational materials and equipment are provided.

(c) Plant and facilities.

1. **Special classroom.** Facilities for a resource teacher, special class in a regular or special school or itinerant teacher:

   a. **Storage space.** (P-2.053-level 2-a)—Adequate shelving and storage space provides for the bulky books and other specialized materials and tangible apparatus for teaching the blind.

   b. **Special classroom furniture.** (P-2.054-level 3-a)—Furniture is designed for effective use of specialized equipment, such as braillewriters, large print typewriters, vacuum form reproducers and other tangible apparatus and reproducing equipment.

2. **Itinerant teaching space.**

   a. **Instructional spaces for itinerant teachers of exceptional children.** (P-2.055-level 2-a)—Instructional spaces for itinerant teachers of exceptional children have been scheduled so that each teacher is assigned the same space of at least 100 square feet for each period of instruction and are equipped to serve the instructional activities conducted therein.

   b. **Instructional spaces for itinerant teachers of exceptional children.** (P-2.056-level 3-a)—Instructional spaces for itinerant teachers of exceptional children are of at least 200 square feet and are equipped to serve instructional activities conducted therein.

(7) **Programs for the hearing impaired.** When provided. Students enrolled in an exceptional child program for the hard of hearing (40 deciBels-70 deciBels, I. S. O. hearing loss in the unaided better ear through the speech frequencies range) or the deaf (70 deciBels and above I. S. O., hearing loss in the better unaided ear through the speech frequencies range) are provided with an instructional program that achieves the specific goals in Sections III, IV and V of standards as well as the unique goal for education of the handicapped exceptional child.

(a) Instruction.

1. **Provisions.** (P-2.057-level 1-a)—For the student with a hearing impairment, specialized techniques in developing skills of communication with emphasis on language acquisition are provided to assure the attainment and retention of the communicative potential of the student.

2. **Program.** (P-2.058-level 1-1)—Programs have been developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the hearing impaired student.

(b) Equipment and materials.

1. **Auditory equipment.** (S-2.108-level 1-a)—Auditory equipment is provided within resource rooms and special classrooms for the hearing impaired; e.g., group amplification systems, individual desk model hearing aid, etc.

2. **Maintenance of auditory equipment.** (S-2.109-level 1-a)—All hearing equipment housed at the individual school for the education of hearing impaired students is maintained and calibrated yearly.

(c) Facilities.

1. Itinerant or resource facilities and special classroom in a regular school or special school are:

   a. **Sound level.** (S-2.110-level 3-a)—The ambient noise level does not exceed an average of 60 deciBels as tested by a sound level meter during the school day.

   b. **Electrical outlets.** (S-2.111-level 2-a)—The room has four double electrical outlets.

   c. **Sound treatment.** (S-2.112-level 2-a)—The room is acoustically treated as to ceiling, walls, windows and floors.

2. **Itinerant teaching space.**

   a. **Instructional spaces for itinerant teachers of exceptional children.** (P-2.059-level 2-a)—Instructional spaces for itinerant teachers of exceptional children have been scheduled so that each teacher is assigned the same space of at least 100 square feet for each period of instruction and are equipped to serve the instructional activities conducted therein.

   b. **Instructional spaces for itinerant teachers of exceptional children.** (P-2.060-level 3-a)—Instructional spaces for itinerant teachers of exceptional children are of at least 200 square feet and are equipped to serve instructional activities conducted therein.

(8) **Program for speech correction.** When provided. Students receiving speech correction follow the regular instructional program to achieve the specific goals in Sections III, IV and V of standards and the unique goals of exceptional child education.

(a) **Instruction.**

1. **Provisions.** (P-2.061-level 1-a)—Each student with a verbal language or speech disorder is provided appropriate speech correction procedures leading to effective oral communication commensurate with his physical, mental and emotional growth patterns.

2. **Program.** (P-2.062-level 1-1)—Programs have been developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the speech handicapped student.

(b) **Materials and equipment.**

1. **Tape recorder.** (S-2.113-level 1-b)—One tape recorder with sufficient tapes is provided for every two speech correctionists.

2. **Audiometer.** (S-2.114-level 1-b)—One audiometer is provided for the speech correction staff.

3. **Audiometer.** (S-2.115-level 2-b)—One audiometer is provided per three speech correctionists.

(c) **Facilities.** Facilities may be provided either within the school facility or through a mobile unit for speech correction and hearing conservation.

1. **School facility.**

a. **Instructional spaces for itinerant teachers of exceptional children.** (P-2.063-level 2-b)—Instructional spaces for itinerant teachers of exceptional children have been scheduled so that a given teacher is assigned the same space of at least 100 square feet for each period of instruction and are equipped to serve the instructional activities conducted therein.

b. **Instructional spaces for itinerant teachers of exceptional children.** (P-2.064-level 3-a)—Instructional spaces for itinerant teachers of exceptional children are of at least 200 square feet and are equipped to serve instructional activities conducted therein.

2. **Mobile unit facilities.** When the available room space within individual schools is inadequate and foreseeable plans do not include school construction for such space, mobile speech correction and hearing conservation units should be considered by the district school administration staff.

a. **Workable floor space.** (S-2.116-level 2-a)—Workable floor space is 100 square feet.

b. **Sound treatment.** (S-2.117-level 3-a)—Sound treatment including carpeting and wall and ceiling acoustical tiling is provided.

c. **Illumination.** (S-2.118-level 1-a)—Lighting in keeping with regular classroom specifications is provided.

d. **Ventilation.** (S-2.119-level 2-a)—Ventilation and room heating and cooling circuits are provided.

e. **Safety devices.** (S-2.120-level 1-a)—Although students will not be transported within mobile units, all necessary safety devices as set forth by Florida Statutes and State Board of Education Regulations are provided.

f. **Electrical supply and outlets.** (S-2.121-level 1-a)—Electrical supply and outlets at school sites are operational.

g. **Site for parking.** (S-2.122-level 2-a)—Protection from inclement weather is provided for students to and from the mobile unit and the mobile unit is removed from playground areas and other areas producing excessive noise.

h. **Equipment standards.** (S-2.123-level 2-a)—Equipment within mobile units meets those accreditation standards set forth for equipment within individual schools. All equipment is securely fastened to avoid damage to equipment or to avoid potential hazard while in transport.

(9) **Program for the socially maladjusted and emotionally disturbed.** When provided—Students enrolled in an exceptional child program for the socially maladjusted or emotionally disturbed follow the regular instructional program to achieve the specific goals in Sections III, IV and V of standards and the unique goals of exceptional child education.

(a) **Instruction.**

1. **Placement and scheduling.** (P-2.065-level 1-a)—The school provides flexible placement and scheduling to best meet the student's educational and behavioral needs.

2. **Agencies and community resources.** (P-2.066-level 2-b)—The school utilizes other agencies and community resources.

3. **Program.** (P-2.067-level 1-1)—Programs have been developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the socially maladjusted and emotionally disturbed student.

(10) **Program for students with specific learning disabilities.** When provided. Students enrolled in an exceptional child program for specific learning disabilities follow the regular instructional program to achieve the specific goals in Sections III, IV and V of standards and the unique goals of exceptional child education.

(a) **Instruction.**

1. **Specialized instruction.** (P-2.068-level 1-b)—For the student with specific learning disabilities specialized instructional techniques are provided which are designed to eliminate or circumvent a disability in one or more of the following areas: visual-motor, auditory-vocal, decoding (receptive), association, expressive and auditory or visual memory.

2. **Program.** (P-2.069-level 1-1)—Programs have been developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the student with specific learning disabilities.

(11) **Program for the gifted.** When provided—Students enrolled in an exceptional child program for the gifted follow the regular instructional program to achieve the specific goals in Sections III, IV and V of standards and the unique goals for the education of the gifted.

(a) **Instruction.**

1. **Program.** (P-2.070-level 1-c)—Students in a program for the gifted are provided planned instruction which increases the depth and breadth of the gifted student's learning experiences.

2. **Program.** (P-2.071-level 2-a)—Provisions, as described by the district plan, are made for a continuous planned program of instruction by qualified personnel for students who have been designated as gifted.

3. **Evaluation criteria or objectives.** (P-2.072-level 1-a)—Evaluation criteria or objectives have been developed to measure student progress in the affective as well as the cognitive domain in achieving the goals of this program.

4. **Student performance.** (X-2.014-level 1-a)—Students have attained a level of achievement in the affective as well as the cognitive domain denoting progress towards meeting the predetermined objectives identified in "3."

5. **Community resources.** (P-2.073-level 2-c)—The school cooperates with other community resources and agencies to provide services such as counseling to meet the unique social needs of gifted students and their families.

6. **Materials and equipment.** (P-2.074-level 1-c)—Community and regional resources should be utilized as much as possible in terms of instructional materials, equipment and people to meet the unique and varied instructional needs of gifted students.

(12) **Varying exceptionalities.** When provided.

(a) **Instruction.**

1. **Program.** (P-2.075-level 2-a)—The program is designed to meet each of the varied instructional needs of the exceptional children assigned to the class as outlined previously in (3) through (11).

2. **Program.** (P-2.076-level 1-1)—Programs have been developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the student assigned varying exceptionality classes.

9.644 *General instructional standards*

(1) The goals of the general instructional standards are to:

(a) Reflect the belief that learning can be observed through changes in the performance of the individual student.

(b) Enumerate meaningful interrelated experiences which are applicable to different individuals and groups.

(c) Emphasize how students learn. (i.e. 9.644 (p) (1) a through k).

(d) Encourage a positive environment for learning.

(e) Recognize that changes can be used for positive growth.

(2) **Provisions.**

(a) **Environment.** (P-2.077-level 1-d)—Through self-study and observation it has been determined that 50% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (d) 1,2,3,4.

(b) **Environment.** (P-2.078-level 2-d)—Through self-study and observation it has been determined that 65% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (d) 1,2,3,4.

(c) **Environment.** (P-2.079-level 3-d)—Through self-study and observation it has been determined that 80% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (d) 1,2,3,4.

(d) Statements referred to in standards (a) (b) and (c) above on environment are as follows:

1. **In the room.**

a. **Displays.** Purposeful and pertinent displays and materials on tackboards, tables, chalkboards, etc. are informative (theme) and appealing (colorful, attractive).

b. **Housekeeping.** Citizenship training is apparent by the manner in which students care for and arrange personal belongings (wraps, books, etc.) and school property (furniture, reference and supplementary books, etc.).

c. **Lighting and ventilation.** Lighting and ventilation facilities are utilized.

d. **Adjustable furniture.** Furniture is of appropriate size or adjusted for individual class members.

e. **Grouping.** Furniture is arranged in a manner which contributes to the group activity.

2. **The teacher.**

a. **Communication.** Has constructive communicative patterns (delivery, receptive, response, reaction).

b. **First name.** Addresses students by name or first person plural.

c. **Admit mistakes.** Acknowledges his own error (may smile, apologize or correct himself).

d. **Encouragement.** Praises and encourages student (i.e. may say "yes," "go on," nod head, smile).

3. **The student (students).**

a. **Freedom of movement.** Moves about the room to perform routine tasks without asking permission when not involved in a directed learning situation.

b. **Participation.** Take part in an activity or in responding to teacher suggestion or request.

c. **Seeks help.** Reveals errors and asks for advice or guidance.

d. **Helps others.** Helps and encourages another, tries to assist student who has made an error in a constructive and positive way.

e. **Respects others' work.** Respects effort (work or classroom oriented) of a classmate.

f. **Criticism.** Accepts criticism with understanding.

g. **Challenges ideas.** Challenges idea or statement made by the teacher or by other students in a friendly (acceptable) manner (i.e. the teacher's idea is accepted or rejected by the group on the basis of its merit.)

h. **Freedom to disagree.** Presents differing ideas without arousing hostility.

4. **The teacher or student (students).**

a. **Courtesy.** Uses compliments or makes courteous remarks (include use of personal amenities, "would you please," "thank you," "you're welcome," etc.).

b. **Self-expression.** Provides opportunities for, and encourages a student to express himself (may use a student idea).

c. **Consensus.** Respects an opinion of another and comes to a consensus (agreement).

d. **Empathy.** Expres empathy toward problem of a student.

(e) **Individualization.** (P-2.080-level 1-a)—Through self study and observation it has been determined that 50% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (h) 1 and 2.

(f) **Individualization.** (P-2.081-level 2-a)—Through self-study and observation it has been determined that 65% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (h) 1 and 2.

(g) **Individualization.** (P-2.082-level 3-a)—Through self-study and observation it has been determined that 80% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (h) 1 and 2.

(h) Statements referred to in standards (e), (f) and (g) above on individualization are as follows:

1. **The teacher.**

a. **Differentiated objectives.** Has selected objectives that are based on an observed need of the learner.

b. **Background of student.** Knows something about individual student's life outside the classroom.

c. **Adapts questions.** Adapts question to individual difference or varies questions so as to enable students of different abilities to participate.

d. **Differentiated assignments.** Gives various individual assignments on different levels for different students.

e. **Outside resources.** Recommends various outside resources for different students.

f. **Extra help.** Schedules extra help, special study, or enrichment activities with individual students.

g. **Multiple group activity.** Provides more than one (1) group learning activity.

h. **Individual help.** The teacher moves about the room, working with individual students.

i. **Individual comments.** Makes comments and criticisms to individual students about their own particular needs while other students pursue their own meaningful learning activities.

j. **Evaluation.** Assesses individual student assignments cooperatively with students accentuating positive aspects.

2. **The student (students).**

a. **Selects objectives.** Has selected short-term objectives.

b. **Task oriented.** Works on different self-scheduled tasks.

c. **Moves about.** Moves about, asks for help, assists another student (is used as a resource to help other students).

d. **Supplemental materials.** Uses a variety of supplemental materials, resources, or texts.

e. **Self-appraisal.** Participates in self-appraisal activities.

(i) **Interaction.** (P-2.083-level 1-c)—Through self-study and observation it has been determined that 50% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (l) 1, 2 and 3.

(j) **Interaction.** (P-2.084-level 2-c)—Through self-study and observation it has been determined that 65% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (l) 1, 2 and 3.

(k) **Interaction.** (P-2.085-level 3-c)—Through self-study and observation it has been determined that 80% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (l) 1, 2 and 3.

(l) Statements referred to in standards (i), (j) and (k) above on interaction are as follows:

1. **The teacher.**

a. **Multiple activity.** Provides the framework for selection of alternate learning activities.

b. **Student motivation.** Motivates the students to initiate activities.

c. **Interaction mechanics.** Provides a classroom environment which permits students to interact to an experience either individually or in small groups (10 or less).

2. **The student (students).**

a. **Participation.** Each participates in some meaningful learning activity involving other individuals.

b. **Clarifies objectives.** Clarifies changes in the objective, the content or direction of the lesson which results from student comment or suggestion.

c. **Communicates without disturbance.** Talks to others in large or small groups without disturbing the classroom setting.

d. **Group control.** As a group manages student conflict and controls its members.

e. **Changing leadership.** Directs or leads in a small group with opportunities for changing roles.

f. **Questions.** Asks questions.

g. **Group cohesiveness.** Demonstrates a feeling of interdependence.

h. **Group decision.** Participates in making a group decision.

3. **The teacher or student (students).**

a. **Group goals.** Accepts, or concurs in, the common goals for the group and works toward accomplishment.

b. **Issues of the day.** Displays evidence that local school or community issues of the day are discussed in class and consideration is given to their solution.

c. **Consensus.** Presents differing ideas without hostility, and comes to consensus (agreement).

d. **Attentiveness.** Pays close attention to (listens to, looks at) teacher or student with free and open channel of communication (student to teacher, teacher to student, student to student).

e. **Assess progress.** Evaluates the work and assesses progress of the group.

f. **Interaction.** Has a variety of groups and sub-groups with the students shifting back and forth as members and leaders.

g. **Preparation.** Has the necessary materials ready for immediate use by a group, or are assembled for use by a group and are distributed, or collected so as to cause a minimum of confusion.

(m) **Inter-relationships.** (P-2.086-level 1-b)—Through self-study and observation it has been determined that 50% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (p) 1, 2 and 3.

(n) **Inter-relationships.** (P-2.087-level 2-b)—Through self-study and observation it has been determined that 65% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (p) 1, 2 and 3.

(o) **Inter-relationships.** (P-2.088-level 3-b)—Through self-study and observation it has been determined that 80% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (p) 1, 2 and 3.

(p) Statements referred to in standards (m), (n) and (o) above on inter-relationships are as follows:

1. **The teacher.**

a. **Open-ended problem.** Presents an open-ended problem or a problem for which there is more than one way of arriving at solutions.

b. **Open-ended question.** Asks an open-ended question that requires thought such as: "What would happen if?" asks "How" or "Why?"

c. **Unusual idea.** Accepts an unusual idea (an unusual idea might be one which approaches the topic from an entirely different direction from that which the class has been taking.)

d. **Reflecting.** Responds to student (students) comment by referring it to the class so as to provoke further questioning, thought, and discussion.

e. **Student idea.** Helps student (students) to explore, discuss or test a student idea.

f. **Discovery**—Allows time for thinking and discovering without threat of immediate evaluation.

g. **Self-initiated learning.** Provides opportunity for self-initiated learning.

h. **Positive reinforcement.** Uses positive comments when showing students how a contribution might be improved.

i. **Accepts question.** Accepts an unusual question (an unusual question might be one which the teacher cannot answer) and guides the student toward his own solution.

j. **Verbal expression.** Anticipates vocabulary needs by using needed words in meaningful oral or written settings.

k. **Integration of learning.** Organize and carries out activities that promote inter-relatedness of learnings.

2. **The student (students).**

a. **Sharing recources.** Students contribute, share or develop a variety of supplementary materials.

b. **Inquiry.** Makes a suggestion for further inquiry or study.

c. **Relates to discussion.** Relates personal-experiences to the material under study.

d. **Relates learning experiences.** Makes a conscientious attempt to relate one learning experience to another.

e. **Carry-over.** Carries attitudes and skills learned during a specific activity over into other activities.

3. **The teacher or student (students).**

a. **Student leeway.** Explains the assignment clearly but leaves out the minute details and the student has leeway in determining methods of procedure.

b. **Opportunity for expression.** Provides opportunity for and encourages a student to express himself.

c. **Prediction.** Considers various courses of action toward the solution of problems and (anticipates, weighs, predicts) probable consequences.

6A-9.66 SCHOOL PLANT AND FACILITIES—OVERALL

9.661 *School plant and facilities*

(1) **Goals.** The goals of the school plant and facilities are to:

(a) Have a school plant planned, arranged, equipped and sufficiently flexible to facilitate the achievement of curriculum objectives and changes.

(b) Provide for the safety, health and comfort of all its occupants.

(c) Contribute to the occupants' and community's sense of values from a practical and an aesthetic viewpoint.

9.662 *The school site*

(1) **Site size.** (S-2.168-level 1-b)—The legally required school survey indicates that the school site acreage conforms to the minimum size as required by law.

(2) **Site design.** (P-2.126-level 3-b)—The entire site has been designed and developed into appropriate areas for the various instructional programs of the school plant and the components are arranged for easy administration.

(3) **Lawn and ornamental plantings.** (P-2.127-level 2-c)—Lawn, shrubs and trees have been planted to afford an attractive site as well as a safe place to teach and play.

9.663 *Buildings*

(1) **Utilization of rooms and spaces.**

(a) **Appropriate spaces.** (P-2.128-level 2-a)—Effective use has been made of rooms and spaces in the school so that all classes are taught in appropriately planned and equipped spaces.

(b) **School capacity.** (S-2.129-level 1-a)—The number of pupils in the school does not exceed the pupil capacity of the permanent facilities as listed in the current district school plant survey report by more than 10%.

(c) **School capacity.** (S-2.170-level 2-a)—The number of pupils in the school

(4) **School plant.** Educational requirements and environment. (Check 9.664 and index for additional standards under subject and services headings.) In open plan buildings the applicable school plant and facilities standards in this subsection and subject and service sub-sections located in Section II, III, IV and V may be marked in compliance provided (1) the facilities are provided and the facilities are not required to be separate entities unless the transmission of noise, vibrations, fumes, dust, etc., otherwise affect the usefulness of other space; (2) and the accumulative square footage in an area equal to or greater than the accumulative amount for all applicable standards marked yes.

(a) **Minimum classroom size.** (S-2.173-level 1-a)—All general classrooms—excluding toilet rooms, conference or seminar rooms, teacher work areas—are calculated on the effective net classroom area for the group to be housed. The following are minimum:

	Existing Facilities	New Facilities or Buildings
1. Kindergarten and Nursery	750 sq. ft. per room	35 sq. ft. per pupil
2. Primary (Grades 1-2)	750 sq. ft. per room	32 sq. ft. per pupil
3. Intermediate (Grades 3-6)	700 sq. ft. per room	30 sq. ft. per pupil
4. Middle (Grades 5-8)	650 sq. ft. per room	28 sq. ft. per pupil
5. Secondary (Grades 7-12)	650 sq. ft. per room	25 sq. ft. per pupil
6. Regular Exceptional Child Classes	Regular exceptional child classrooms for equivalent age groups specified in "1," "2" and "3" shall be 700 sq. ft. minimum and in "4" and "5" above shall be 650 sq. ft. minimum.	

(b) **Desirable classroom size.** (S-2.174-level 2-a)—All general classrooms—excluding toilet rooms, conference or seminar rooms, teacher work areas, storage rooms—are calculated on the effective net classroom area for the group to be housed and in no cases shall compliance with this standard be lower than (a) level 1 on minimum class size. The following are desirable:

	Existing Facilities	New Facilities or Buildings
1. Kindergarten and Nursery	30 sq. ft. per pupil	40 sq. ft. per pupil
2. Primary (Grades 1-2)	28 sq. ft. per pupil	37 sq. ft. per pupil
3. Intermediate (Grades 3-6)	25 sq. ft. per pupil	35 sq. ft. per pupil
4. Middle (Grades 5-8)	22 sq. ft. per pupil	33 sq. ft. per pupil
5. Secondary (Grades 7-12)	22 sq. ft. per pupil	30 sq. ft. per pupil
6. Regular Exceptional Child for equivalent of 1,2,3 above	50 sq. ft. per pupil	55 sq. ft. per pupil
7. Regular Exceptional Child for equivalent of 4,5 above	40 sq. ft. per pupil	45 sq. ft. per pupil

(c) **Teacher work—office areas**

1. **Single teacher work-office.** (S-2.175-level 2-b)—Single teacher work-office and related storage of 100 square feet per teacher or multiple teacher work-office and related storage of 80 square feet per teacher is provided.

2. **Single teacher work-office.** (S-2.176-level 3-b)—Single teacher work-office and related storage of 125 square feet per teacher or multiple teacher work office and related storage of 90 square feet per teacher is provided.

(d) **Storage facilities.** The location and nature of storage have been based on the program and assignment of the occupants. The following storage facilities are to be provided:

1. **Classroom storage.** (S-2.177-level 2-a)

   a. **Kindergarten and pre-school**—8 square feet per pupil.

   b. **Primary, intermediate, middle and secondary grades (1-12)**—5 square feet per pupil.

   c. **Shops and laboratories**—5 square feet per pupil.

2. **Classroom storage.** (S-2.178-level 3-a)

   a. **Kindergarten and pre-school**—8 square feet per pupil.

   b. **Primary, intermediate, middle and secondary grades (1-12)**—6 square feet per pupil.

   c. **Shops and laboratories**—6 square feet per pupil.

(e) **Fixed teaching aids**—minimum requirements.

1. **Electrical outlets.** (S-2.179-level 1-b)

   a. **In existing buildings**—A minimum of two duplex electrical outlets is provided in each instructional space. (In locating these outlets, the use of standard classroom equipment has been considered.)

   b. **In new buildings**—A minimum of four duplex electrical outlets is provided in each instructional space. (In locating these outlets, the use of standard classroom equipment has been considered.)

   c. **In new buildings**—Special purpose rooms have been provided with electrical outlets suitable for the special equipment to be used therein. (Industrial arts, business education, language lab., etc.)

2. **Proper current and voltage.** (P-2.129-level 1-b)—Electrical outlets of proper current capacity and voltage have been conveniently located in rooms and corridors.

3. **Light control.**

   a. **Light control.** (S-2.180-level 1-a)—Lighting fixtures in instructional spaces are circuited and switched so that the light level may be reduced by 80% and retain even distribution to facilitate the use of projected visual aids and allow note-taking while lights are dimmed.

   b. **Light control.** (S-2.181-level 1-a)—Sources of natural light in all instructional spaces are provided with some means of cover to allow for use of projection equipment.

4. **Communication systems.**

   a. **Bell system.** (S-2.182-level 2-a)—A complete automatic program bell system has been provided.

   b. **Inter-communication.** (S-2.183-level 3-a)—A complete two-way intercommunication system has been provided, with the provision that individual stations (classrooms, etc.) may initiate calls to the master control unit.

5. **Acoustics.**

   a. **Acoustical treatment.** (P-2.130-level 1-b)—All occupied spaces have been acoustically treated for the hearing task within the room.

   b. **Reduction of noise.** (P-2.131-level 1-b)—Transmission of noise and vibrations from one space to another has been reduced to a level where it is not distracting, annoying or will otherwise effect the usefulness of the occupied space.

   c. **Carpet.** (S-2.184-level 3-b)—Carpet has been provided in all instructional areas of this school plant.

   d. **Special acoustical treatment.** (P-2.132-level 2-b)—Places of assembly, music instruction rooms, mechanical equipment rooms, administration suites, guidance areas and areas of high noise generation have been given special acoustical attention.

APPENDIX D

Florida Statutes and State Board of Education
Regulations Pertaining to

SPEECH PATHOLOGY AND AUDIOLOGY ACT[1]
Florida Statutes

468.139 Short title of part IV of this chapter.

This part IV of chapter 468 may be cited as the "Speech Pathology and Audiology Act," to be administered by the Department of Education of Florida.
History -- 1, ch. 69-395; 15, 35, ch. 69-106.

468.140 Legislative intent and purpose.

It is declared that the practice of speech pathology or audiology is a privilege which is granted to qualified persons by legislative authority in the interest of public health, safety, and welfare, and in enacting this law it is the intent of the legislature to require educational training and certification of any person who engages in the practice of speech pathology and audiology; to encourage better educational training programs; to prohibit the unauthorized and unqualified practice of speech pathology and audiology and the unprofessional conduct by persons certified to practice speech pathology and audiology; and to provide for enforcement of this part and penalties for its violation.
History -- 2, ch. 69-395.

468.141 Definitions of terms.

In this part unless the context or subject matter otherwise requires:
(1) "Speech pathologist" means any person who examines, evaluates, treats, or counsels, for which a fee may be charged, persons suffering, or suspected of suffering, from disorders or conditions affecting speech or language, or who assists persons in the faculty of uttering articulate sounds or words for purposes of communication by means of the spoken word. A person is deemed to be a speech pathologist if he offers such services to the public under any title incorporating the words "speech pathology," "speech pathologist," "speech correction," "speech correctionist," "speech therapy," "speech therapist," "speech clinic," "speech clinician," "voice therapist," "language therapist," "aphasia therapist," "communication disorder specialist," or "communication therapist."

(2) "Audiologist" means any person who examines, tests, evaluates, treats, or counsels, for which a fee may be charged, persons suffering, or suspected of suffering, from disorders or conditions affecting hearing or assists persons in the perceiving of sound or improving the senses by which noises and tones are received as stimuli to the auditory faculties. A person is deemed to be an audiologist if he offers such services to the public under any title incorporating the terms "Audiology," "audiologist," "audiological," "hearing clinic," "hearing clinician," "hearing therapy," or "hearing therapist."

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[1]This Act is administered by the Bureau of Teacher Education, Division of Elementary & Secondary Education and is commonly referred to as "Licensing of Special Pathologists & Audiologists."

(3) "Speech pathology aide" and "audiology aide" mean those persons meeting the minimum qualifications established by the department of speech pathology and audiology aides who work directly under the supervision of a speech pathologist or audiologist, respectively. The qualifications for registration as an aide shall be uniform, but shall be less than those prescribed for a speech pathologist or audiologist.

(4) "Council" shall mean the Florida state advisory council of speech pathology and audiology.

*(5) ("Department" shall mean the Department of Education.)

(6) "Certification" shall mean certificate of registration; "registrant" shall mean a person certified to practice speech pathology or audiology by the Department of Education.
History -- 3, ch. 69-395; 15, 35, ch. 69-106.
*Note. -- In order to conform to the terminology of 15, ch. 69-106, the editors have substituted a definition of "Department" for that of "Commissioner."

468.142 Certification of speech pathologists and audiologists.

(1) No person shall practice, or hold himself out as being able to practice, speech pathology or audiology in this state unless he is certified by the department in accordance with the provisions of this part. However, nothing in this part shall prohibit any person licensed in this state under any other law from engaging in the profession for which he is licensed.

(2) Nothing in this part shall prohibit a corporation, partnership, trust, association, or other like organization from engaging in the business of speech pathology or audiology without certification if it employs certified natural persons in the direct practice of speech pathology or audiology. Such corporations, partnerships, trusts, associations, or other like organizations shall also file with the department a statement, on a form approved by the department, that it submits itself to the rules and regulations of the department and the provisions of this part which the department shall deem applicable to them.
History -- 4, ch. 69-395; 15, 35, ch. 69-106.

468.143 Administration of this part; certification qualifications; examinations.

(1) The department shall administer, coordinate, and enforce the provisions of this part, evaluate the qualifications of applicants, supervise the examination of applicants, and be responsible for the granting of certificates to qualified persons and for withholding certificates from unqualified persons. It may issue subpoenas, examine witnesses, and administer oaths, and shall investigate persons engaging in practices which violate the provisions of this part.

(2) The department shall conduct such hearings and keep such records and minutes as shall be necessary to an orderly dispatch of business.

(3) The department shall adopt reasonable rules and regulations, including but not limited to regulations which establish ethical standards of practice, and may amend or repeal the same in accordance with the Florida administrative procedures act.

(4) The department shall annually issue a list of the names of the persons currently certified under the provisions of this part and furnish the council with a copy of same.

(5) The conferral or enumeration of specific powers elsewhere in this part shall not be construed as a limitation of the general powers conferred by this section.

(6) The commissioner of education shall meet with the council at least once per year to discuss such subjects as policy, administration of this part, qualifications and examination of applicants, and other similar matters.

(7) To be eligible for certification by the department as a speech pathologist or audiologist, the applicant shall:

(a) Be of good moral character.

(b) Submit transcripts from one or more accredited colleges or universities presenting evidence of the completion of sixty semester hours constituting a well-integrated program that includes eighteen semester hours in courses that provide fundamental information applicable to the normal development and use of speech, hearing, and language and forty-two semester hours in courses that provide information about and training in the management of speech, hearing, and language disorders and that provide information supplementary to these fields. Of these forty-two semester hours:

1. No fewer than six may be in audiology for the speech pathologist or in speech pathology for the audiologist;

2. No more than six may be in courses that provide academic credit for clinical practice;

3. At least twenty-four, not including credit for thesis or dissertation, must be in courses in the field in which the registration is requested; and

4. Thirty must be in courses acceptable toward a graduate degree by the college or university in which these courses are taken.

(c) Submit evidence of the completion of two hundred seventy-five clock hours of supervised, direct clinical experience with individuals presenting a variety of disorders of communication, the experience being obtained within the training institution or in one of its cooperating programs.

(d) Present written evidence from employers or supervisors of nine months of full-time professional employment pertinent to the certification being sought. This experience must follow the completion of the requirements set forth in paragraphs (b) and (c).

(e) Pass an examination promulgated or approved by the department which demonstrates that the applicant has a fundamental knowledge of:

1. The normal psychological, anatomical, and cultural development of speech, hearing, and language;

2. The current principles, procedures, techniques, and instrumentation used in evaluating speech;

3. The disorders of speech and hearing and their classifications, causes, and manifestations;

4. The principles and remedial procedures used in habilitation and rehabilitation for disorders of communications; and

5. The relationships between speech, language, and hearing problems, and which demonstrates his capability for the organization and administration of programs designed to provide direct service to those who suffer from disorders of communication.

History -- 5, ch. 69-395; 15, 35, ch. 69-106.

468.144 Advisory council; appointment of terms; powers; duties; expenses.

(1) An advisory council to the department is created and shall consist of five persons who are residents of the state and shall be appointed by the department. To be eligible for appointment to the council, a registrant shall have been in the actual practice or vocation of speech pathology or audiology not less than five years prior to his appointment, and be certified under this part. In addition, after enactment of this part, appointees shall hold an unrevoked, unsuspended certificate under this part. The term of office for members shall be for three years, or until their successors are appointed and qualify, except that terms of the members appointed first shall be as follows: One shall be appointed for one year; two for two years; and two for three years.

(2) Members of the council shall receive no compensation for their services; however, they shall be entitled to reimbursement for necessary traveling expenses pursuant to 112.061 from the funds derived from fees collected under the provisions of this part.

(3) When a vacancy on the council occurs, the Florida speech and hearing association shall recommend not less than three persons to fill each vacancy, and the department shall make its appointment from the persons so nominated.

(4) The council shall reorganize annually and select a chairman.

(5) Three members of the council shall constitute a quorum to do business.

(6) No person shall be appointed to serve more than two consecutive terms.

(7) The Council shall recommend to the department examination procedures for applicants, minimum requirements for qualification, and a code of ethics for the betterment and improvement of the standard of practice for speech pathologists and audiologists. The council shall do all in its power to encourage the continuation and improvement of specialized educational courses of training to the department. The council shall also investigate alleged irregularities in the practice of speech pathology and audiology and make recommendations to the department with respect thereto.

(8) The council shall submit to the department each year recommendations and findings for the improvement of the practice of speech pathology and audiology.

(9) The council shall submit a report to the department of all its official acts during the preceding year.

(10) Upon the request of any person, the council shall furnish a list of persons registered under the provisions of this part.

(11) The council shall adopt a seal by which it shall authenticate its proceedings. Copies of the proceedings, records and acts of the council and certificates purporting to relate the facts concerning such proceedings, records and acts signed by the secretary and authenticated by said seal, shall be prima facie evidence thereof in all the courts of this state.
History -- 6, ch. 69-395; 15, 35, ch. 69-106.

468.145 Certification under special conditions.

The department shall waive the examination and educational requirements for any of the following:

(1) Applicants who are, on July 9, 1969, actively engaged in the practice of speech pathology or audiology, or who purport to be engaged in the practice of speech pathology or audiology, in the state upon proof of bona fide practice presented to the department in the manner prescribed in the department's regulations. The application of any such applicant shall be filed with the department on or before December 31, 1969.

(2) Applicants who present proof of current certification or licensure in a state which has standards at least equal to those for registration in Florida.

(3) Applicants who have received the certificate of clinical competence of the American speech and hearing association.
History -- 7, ch. 69-395; 15, 35, ch. 69-106.

468.146 Fees.

(1) The department shall charge an application fee of one hundred dollars.

(2) On or before January 31 of each year, the department shall charge an annual certification renewal fee of fifty dollars. The fees promulgated by the department shall be in addition to those of any municipality requiring any registrant under the provisions of this part to furnish any bond, pass any examination, or pay any license fee or occupational tax.

(3) Any person, otherwise qualified and certified by the department, not in the active practice of speech pathology or audiology, may register with the department for a nonactive certificate at an annual fee of ten dollars.

(4) The proceeds or receipts derived from the certification fees shall be applied first to the costs of administration of his part, including activities of the advisory council, and the balance, at the discretion of the department, shall be transferred to the general revenue fund. The department shall be the custodian for all funds collected.
History -- 8, ch. 69-395; 15, 35, ch. 69-106.

468.147 Suspension or revocation of certification.

A certificate may be suspended or revoked after due notice and administrative hearing in accordance with the provisions of chapter 120 and upon a finding of fact showing that the registrant has:
(1) Violated any provision of this chapter.
(2) Violated any lawful order, rule, or regulation rendered or adopted by the department.
(3) Been convicted of a felony by any court in the United States.
(4) Obtained his registration or any other order, ruling, or authorization by means of fraud, misrepresentation, or concealment of material facts.
(5) Been found guilty of gross misconduct in the pursuit of his profession.
History -- 9, ch. 69-395; 15, 35, ch. 69-106.

468.148 Exemptions.

(1) The provisions of this part shall not apply to:
(a) The employees of governmental entities working within the scope of their government employment.
(b) The employees of accredited educational institutions working within the scope of their educational employment.
(c) Students, interns, or trainees actively engaged in a training program acting under the direct supervision of a certified speech pathologist or audiologist.
(d) Persons practicing a licensed profession or operating within the scope of their profession or employed by someone operating within the scope of their profession, such as doctors of medicine, clinical psychologists, nurses, and persons fitting and selling hearing aids who are properly licensed or registered under the laws of the state.
(2) No one shall be exempt under paragraphs (a)-(c) of subsection (1) who shall do any work as a speech pathologist or audiologist for which a fee may be paid by the recipient of the service.
History -- 10, ch. 69-395.

468.149 Penalties.

Any person who violates any of the provisions of this part shall upon conviction be guilty of a misdemeanor and shall be punished by a fine of not more than $1,000.00 or be imprisoned in the county jail for a period not exceeding 6 months, or both.
History -- 11, ch. 69-395.

State Board of Education Regulations

6A-10.08 Speech pathology and audiology act.

The commissioner of education shall administer, coordinate and enforce the provisions of Chapter 69-395, Laws of Florida.

(1) Validity period of certificates. Each certificate of registration for the practice of speech pathology or audiology in the State of Florida shall be for one calender year and shall carry an effective date of January 1 and an expiration date of December 31.

(2) Certificate renewal. Each certificate must be renewed on or before January 31 of the year for which it is to be valid.

(3) Classification of applicants. Applicants for certification to engage in the practice of speech pathology or audiology in the State of Florida shall be classified in the following categories:

(a) Category I. Applicants who were engaged in the practice of speech pathology or audiology in the State of Florida on July 10, 1969.

(b) Category II. Applicants who were not engaged in the practice of speech pathology or audiology in the State of Florida on July 10, 1969.

(4) Certification requirements. In seeking to establish his eligibility for certification to engage in the practice of speech pathology or audiology in the State of Florida, the applicant shall satisfy the following requirements:

(a) Applicants in Category I shall:

1. File a completed application on the form prescribed by the Commissioner of Education.

2. File a notarized affidavit, provided by the Commissioner of Education affirming the fact that he was engaged in the practice of speech pathology or audiology on July 10, 1969.

(b) Applicants in Category II shall comply with one of the three (3) plans listed below:

1. Clinical competence. Applicants who have received the certificate of clinical competence of the American Speech and Hearing Association shall:

a. File a completed application on the form prescribed by the Commissioner of Education.

b. File an official statement from the American Speech and Hearing Association verifying that the applicant has been issued a certificate of clinical competence by that association, that the certificate is in good standing on the date of the statement and listing the individual's American Speech and Hearing Association account number.

2. Interstate reciprocity. Applicants who have received certification to practice speech pathology or audiology in a state other than Florida, and the standards are at least equal to those for certification in Florida shall:

a. File a completed application on the form prescribed by the Commissioner of Education.

b. File an official statement from the issuing official of the state in which the certificate was granted certifying that the said certificate is valid in that state on the date of the statement, that it was issued on the basis of law and official regulation, a copy of which must be attached to said statement. Upon reviewing the law and regulations furnished, the

Commissioner of Education shall determine whether or not in his opinion the standards of the other state are "at least equal" to those in Florida. The decision of the Commissioner of Education in this determination shall be final.

3. Performance qualification. Applicants who were not engaged in the practice of speech pathology or audiology in the State of Florida on July 10, 1969 and who do not hold a certificate of clinical competence of the American Speech and Hearing Association or a certificate issued by a state other than Florida based on standards at least equal to those in Florida shall:

a. File a completed application in the form prescribed by the Commissioner of Education.

b. Submit transcripts from one or more accredited colleges or universities presenting evidence of the completion of sixty (60) semester hours constituting a well-integrated program that includes eighteen (18) semester hours in courses that provide fundamental information applicable to the normal development and use of speech, hearing and language and forty-two (42) semester hours in courses that provide information about and training in the management of speech, hearing and language disorders and that provide information supplementary to these fields.

(1) Of these forty-two (42) semester hours, no fewer than six (6) may be in audiology for the speech pathologist or in speech pathology for the audiologist.

(2) No more than six (6) of these forty-two (42) semester hours may be in courses that provide academic credit for clinical practice.

(3) Of these forty-two (42) semester hours, at least twenty-four (24), not including credit for thesis or dissertation, must be in courses in the field in which the registration is requested.

(4) Thirty (30) of these forty-two (42) semester hours must be in courses acceptable toward a graduate degree by the college or university in which these courses are taken.

c. Submit evidence of the completion of two-hundred seventy-five (275) clock hours of supervised, direct clinical experience with individuals presenting a variety of disorders of communication, the experience being obtained within the training institution or in one of its cooperating programs.

d. Present written evidence from employers or supervisors of nine (9) months of full-time professional employment pertinent to the certification being sought. This experience must follow the completion of the aforesaid requirements.

e. Submit an official statement from the executive secretary of the American Speech and Hearing Association certifying that the applicant has earned a passing score on the National Examinations in Speech Pathology and Audiology.

General Authority chapter 69-395. Law Implemented chapter 69-395. History -- New 4-11-70, Amended 5-9-70.

6A-10.081 Code of ethics for the practice of speech pathology and audiology.

The code of ethics for the practice of speech pathology and audiology, pursuant to sections 468.139-149, Florida Statutes and as recommended by the Florida speech pathology and audiology advisory council, is as follows.

(1) Preamble to the Code. The observation of highest standards of

integrity and ethical principles is vital to the successful discharge of the responsibilities of all speech pathologists and audiologists. This code is intended to emphasize the fundamental rules considered essential to this basic purpose. The failure to specify any particular responsibility or practice in this code shall not be construed as denial of the existence of other responsibilities or practices that are equally important. Any act that is in violation of the spirit and purpose of this code shall be unethical practice and shall be subject to penalties as defined in sections 468.147 and 468.149, Florida Statutes. It is the responsibility of each registrant to know the principles incorporated in the code and to inform the Florida Speech Pathology and Audiology Advisory Council of any violation of these principles.

(2) Ethical Responsibilities. The ethical responsibilities of the registrant, as defined in sections 468.142 and 468.144, Florida Statutes, require that the welfare of the person he serves professionally be considered paramount.

(a) Any registrant who engages in clinical work shall possess appropriate qualifications as provided in sections 468.143 and 468.145, Florida Statutes.

1. The registrant shall not provide services for which he has not been properly trained, i.e. had the necessary course work and supervised practicum.

2. The registrant shall not accept remuneration for providing services for which he is not properly certified.

(b) The registrant shall follow acceptable patterns of professional conduct in his relations with persons he serves.

1. He shall not guarantee the results of any speech or hearing consultative or therapeutic procedure. A guarantee of any sort, expressed or implied, oral or written, is contrary to professional ethics. A reasonable statement of prognosis may be made, but successful results are dependent on many uncontrollable factors; hence, any warranty is deceptive and unethical.

2. He shall not reveal to unauthorized persons any confidential information obtained from the individual he serves professionally without the permission of the individual served.

3. He shall not exploit persons he serves professionally by accepting them for treatment where benefit cannot reasonably be expected to accrue, by continuing treatment unnecessarily, or by charging exorbitant fees.

(c) The registrant shall use every resource available, including referral to other specialists as needed, to effect as great improvement as possible in the persons he serves.

(d) The registrant shall take every caution to avoid injury to the persons he serves professionally.

(3) Duties of Professionals. The duties owed by the registrant to other professional workers are many.

(a) He shall not engage in professional invective directed toward colleagues or members of allied professions.

(b) He shall encourage free professional discussion of all theoretical and practical issues.

(c) He shall establish harmonious relations with members of other professions. He shall endeavor to inform others concerning the services that can be rendered by members of the speech pathology and audiology professions and in turn shall seek information from members of related professions. He shall strive to increase knowledge within the field of speech and hearing.

4. Special Responsibilities. The registrant has special responsibilities.

(a) He shall guard against conflicts of professional interest.

1. He shall not accept compensation in any form from a manufacturer or a dealer in prosthetic or other devices for recommending any particular product.

2. He shall not engage in commercial activities that conflict with his responsibilities to the persons he serves professionally or to his colleagues. He shall not permit his professional titles or accomplishments to be used in the sale or promotion of any product related to his professional field. He shall not perform clinical services or promotional activity for any profit-making organization that is engaged in the retail sales of equipment, publications, or other materials. He may be employed by a manufacturer or publisher, provided that his duties are consultative, scientific, or educational in nature.

(b) He shall help in the education of the public regarding speech and hearing problems and other matters lying within his professional competence.

(c) He shall seek to provide and expand services to persons with speech and hearing handicaps, and to assist in establishing high professional standards for such programs.

General Authority 468.142(3) FS. Law Implemented 468.139 468.149 FS
History -- New 2-20-71.

6A-10.082 Qualifications for registration for speech pathology aides and audiology aides.

To be eligible for registration by the Commissioner of Education as a speech pathology aide or an audiology aide, the applicant shall:

(1) File a completed application on the form prescribed by the Commissioner of Education.

(2) Be of good moral character.

(3) Submit official transcript from one (1) or more accredited junior colleges, community colleges, or four (4) year institutions of higher education presenting evidence of the completion of twenty-four (24) semester hours in courses constituting a well-integrated program that includes the following:

(a) Nine (9) semester hours in courses that provide fundamental information applicable to normal human growth and development, psychology, and normal development and use of speech, hearing and language.

(b) Fifteen (15) semester hours in courses that provide information about and observation of speech, hearing, language disorders, general phonetics, basic articulation, screening and therapy, basic audiometry, or auditory training; of these fifteen (15) hours, at least nine (9) of the fifteen (15) semester hours must be in courses in the field, speech pathology or audiology, for which the applicant is to be registered.

General Authority 468.142(3) FS. Law Implemented 468.139, 468.149 FS.
History -- New 8-19-72.

6A-10.083 Supervision of speech pathology aides and audiology aides.

(1) A "registrant" who employs a speech pathology aide or an audiology aide shall be responsible for the direction of all client services provided by said aide and shall be responsible to the client for the performance of these services.

(2) Any "registrant" who employs a speech pathology aide or audiology aide shall:

(a) Insure that the aide shall not be responsible for making decisions regarding the diagnosis, management and future disposition of clients.

(b) Insure that the aide shall be assigned only to those duties for which he/she has been specifically trained and for which he/she is qualified to perform.

(c) Outline and direct the specific program for clinical management of each client assigned to an aide.

(d) Maintain contact with each client during the course of clinical management.

(e) Insure that at the termination of clinical services, the case is reviewed by the "registrant."

(f) Conduct an on-going evaluation of the role and of the task experiences of the aide.

(g) Reassess and redesign programs when either the task or the environment changes significantly.

(h) Discontinue clinical services provided by the aide should conditions arise in which any of the above cannot be adhered to.

(3) The "registrant" shall be responsible for the legal, ethical, and moral professional behavior of each aide.

(4) The "registrant" shall, upon renewal of his annual certificate, submit a current roster of aides in his employ. Any changes occurring in this roster must be reported to the State Department of Education within thirty (30) days.

General Authority 468.142(3) FS. Law Implemented 468.139, 468.149 FS.
History -- New 8-19-72.